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ABSTRACT

The Yale Summer High School (YSHS) is an experimental program addressed to the development of high-potential, underachieving students from disadvantaged backgrounds. To evaluate the long-term effectiveness of the intervention, an experimental design including random selection of samples, two control groups (one matched for a test of generalization, and the other not so matched), and two year follow-up procedures were instituted. The initial testing of all groups included personality, intellectual, and background factors. Thefollow-up involved school performance, college attendance, and other plans. The major results were as follows: the matched control group demonstrated similar career patterns to the YSHS; and the non-matched group attended college less often, going on to technical school, work, and military service. The experimental design and long term evaluation is considered to lead to the following conclusions: (1) there were no appreciable differences between the experimental and matched control groups; (2) utilization of only the non-matched though highly selected group would have led to an over-estimation of the effectiveness of the YSHS program; and, (3) since equally outstanding students did as well as those who attended, such programs might better address themselves to the students who have been ignored by the local public schools and who might be the greatest beneficiaries of innovative educational endeavors. (Authors/RJ)

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EVALUATION OF THE YALE SUMMER HIGH SCHOOL: AN EXPERIMENTAL DEMONSTRATION PROGRAM OF COMPENSATORY EDUCATION FOR DISADVANTAGED HIGH SCHOOL STUDENTS

A TWO YEAR FOLLOW UP AND EVALUATION

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SUMMARY

The Yale Summer High School is an experimental, demonstration program which addresses itself to the development of high potential, but under-achieving students who come from backgrounds of economic, cultural, and educational disadvantage. To test out the long-term effectiveness of this short intervention (seven weeks) in the lives of these 16 and 17 year old youngsters, an experimental design including random selection of samples, two control groups, and two-year follow up procedures was instituted. The first control group had personality, intellectual, and background characteristics similar to those of the experimental group which attended the Yale Summer High School and therefore offered a direct test of the effectiveness of the program. The second control group provided a baseline of development for somewhat less outstanding students and offered a test of the generalizability of the findings. All the students (total n= 420) were tested pre-knowledge of whether or not they had been selected for the Yale Summer High School and again two years later when their class graduated from high school. The initial testing, in the Spring of 1966, involved personality, attitude, and mood measures; intellectual and academic performance scores; and social, demographic, and background factors. The two-year follow up data (obtained during the 1968-69 academic year) involved school performance; guidance counselors' perceptions of academic, social, and interpersonal changes over time; colleges applied to, accepted at, and attending; and other career plans (technical school, work,

and military). In general, the results were as follows: the matched control group (Control Group One) demonstrated similar career patterns with approximately an equal percentage attending college or having other plans, and with no appreciable differences in the quality of colleges accepted at or attending. The non-matched, but still selected control group (Control Group Two) attended college less often, went on to less prestigious colleges, received less financial support for college, and more frequently went into technical schools, work, or the military. A criterion variable was developed in order to investigate the correlates of academic achievement. Although there were numerous significant correlates of the criterion in all three samples, they can be subsumed under the rubrics of previous academic accomplishments, and socially desirable attitudes and attributes. The rigorous experimental design, long-term evaluation, and extensive involvement of the researchers in the program (including lengthy private interviews with students) led to the following conclusions:

1. There are no appreciable differences between the experimental and matched control groups.

2. The utilization of the non-matched (though highly selected) control group only, would have led to a gross over-estimation of the effectiveness of the Yale Summer High School program.

These conclusions raise questions about the efficacy of such programs and the types of populations for which they are employed. That is, there is a question about where this program would be effective with another population or whether another program would be more effective with this group of students.

INTRODUCTION

The Yale Summer High School is an experimental demonstration program established in 1964 by Yale University. Its purpose is to discover and to develop the most effective means of inspiring in high potential, yet underachieving students from backgrounds of economic, cultural, and educational disadvantage, a desire to learn and grow. The thrust of the program is to stimulate these students to perform at the highest level of their capacities.

Since little is known objectively about short term educational interventions of this sort, the major question to which the project addresses itself is whether or not the Yale Summer High School is indeed a meaningful intervention, socially, psychologically, and intellectually in the lives of these young men. Specifically, the study investigates the following interrelated issues:

1. What long-term effect does a short-term education intervention (compared to no intervention) have in the lives of students who are characterized by high potential, economic disadvantage and low academic achievement?
2. Which factors in the familial, educational, community, and social background of students are the best indicators of capacity to benefit from such a short term educational intervention? Are there similar findings for students who do not go through such program?

METHODS

Sample Selection and Design

Each of one hundred cooperating secondary schools was asked to nominate three students for participation in the Yale Summer High School. The schools were selected to assure broad representation geographically, racially, ethnically; as well as to include both urban and rural areas. One hundred of the nominees were randomly chosen to attend the Yale Summer High School. The remaining nominees constituted Control Group One. A second control group was comprised of additional students who met all the criteria for nomination but who were not recommended for the Yale Summer High School. All students were tested on intellectual abilities, attitudes, values and personality. Extensive background data were also obtained. Two years later, for purposes of follow up, the students were tested on educational and occupational status. In addition, the Yale Summer High School maintained complete files of high school records, Yale Summer High Schools teachers', tutors', and follow up advisors' evaluations and interviews[2] (See Appendix D), as well as records of all events which describe the history of each of the students in the three groups each year.

Sample Description

The student body of the Yale Summer High School, as well as the two control groups, was composed of approximately 45% Negroes, 45% whites and ten per cent other racial and ethnic groups. Approximately two-thirds of the students came from urban and one-third from rural areas. Approximately half of the students were from the North and the other half from the South. This composition had been arrived at in order to provide what were believed to be the optimal conditions for success in effecting changes in the students by capitalizing on their geographical, racial, and ethnic diversity. In addition, this was done to facilitate judgments about the effectiveness of materials and techniques among different ethnic, racial, and regional subgroups.

Since the basic criteria for admission to the Yale Summer High School program were high intellectual capacity, academic underachievement, economic disadvantage, and completion of the tenth grade, the samples consisted only of students who met all of these criteria.

From the list of three students recommended for admission to the Yale Summer High School by each of the one hundred schools, one student was randomly selected for the program. These one hundred students will hereafter be referred to as the Experimental Group.

The two other students recommended, but not selected, constituted a group totaling 160 students, hereafter referred to as Control Group One.

There was another control group, which will be referred to as Control Group Two, consisting of two students from each school's list of students who met all the criteria, but who were not recommended for admission. This group consisted of approximately 160 students.

The procedures enumerated above enabled an assessment as to whether ot not, in fact, the three groups were substantially similar initially. This initial similarity was a major consideration, and with the use of two control groups, allowed for an appraisal of the effectiveness of the Yale Summer High School, as well as enhanced the potential for generalizing the findings. Control Group One permitted an assessment of any changes which occurred in the participants in the Yale Summer High School. Such changes, if any, would presumably be a result of the program, as compared to changes which took place within a matched group of tenth graders, who, though recommended for the Yale Summer High School, did not participate. In addition, Control Group Two provided an insight into the nature of the samples recommended by the schools, afforded a test of the generalizability of the findings, and supplied a normative baseline.

The random selection of the students in each of the three samples minimized any biases in the selection of students admitted to the Yale Summer High School.

The uniform collection of data before the subjects knew whether or not they had been accepted for the Yale Summer High School ensured active cooperation on the part of all the students. These data provided a baseline for all subjects at the beginning of the program. The random selection of all samples increased the validity of the statistical tests and minimized any uncontrolled source of variation.

FINDINGS AND ANALYSIS

Results: Pre-Intervention Comparison of Samples

The tests utilized in the field (preceding the subject's knowledge of whether or not he was accepted by the Yale Summer High School) was a subset of the battery described in the 1965 Director's report and summarized in Appendix B. Table One presents the results of the analyses of variance of the personality, attitudinal, mood, and intellectual field measures for the Experimental Group, Control Group One, and Control Group Two subjects for whom data were available. It is clear from an inspection of Table I that no statistically reliable differences were found between the Experimental Group and Control Group One. Where there are overall significant findings, these differences were attributable to the Control Group Two sample. Control Group Two subjects scored significantly higher on acquiescence (ARS), alienation, machiavellianism (Mach), and aggression. In addition, Control Group Two subjects scored significantly lower on all of the measures derived from the Preliminary Scholastic Aptitude Test (PSAT). These findings indicate that Control Group Two subjects in comparison to the Experimental and Control Group One subjects were more alienated, compliant, and aggressive; and performed poorly on standard intellectual tests. These results further suggest that the random selection of subjects for the Experimental and Control Group One groups led to accurate matching on all of the personality, attitudinal, mood and intellectual variables. Therefore, in terms of long-term follow up, these samples can be compared directly. (See Table I in Appendix A).

Whereas the previous data were obtained directly from the students in each of the three samples, the following material was gathered through the cooperation of the local high schools. It should be noted that there is relatively complete data on the demographic characteristics of the Experimental Group and Control Group One, but complete data could not be obtained for many Control Group Two students. Inspection of Table II reveals that the samples do not differ in any systematic way with respect to the major background variables. Therefore, all three groups can be directly compared in terms of the relationship on background characteristics and two-year follow up data. (See Table II in Appendix A).

Description of Follow Up Data Collection

Two years after the 1966 Yale Summer High School, the following data were obtained from either the local high school administrator or guidance counselor: grade point average; extracurricular activities; positions and offices held; honors and awards; community participation; colleges applied to, accepted at, and currently attending; awards and scholarships for college attendance offered and accepted; other educational-technical plans; other plans (work, military service); and perceived changes in academic, personal, and social functioning. The college data were further categorized as to quality of institution by utilizing a ranking system based on the work of Cass and Birnbaum.[3]

Of the 102 experimental subjects, the above data were obtained for one hundred of them (two were lost over the years) for a 98% follow up rate. In control groups One and Two, 152 of 161 students were found for a rate of 96% and 158 of 167 students for a rate of 95%, respectively. (See Table III in Appendix A.)

Table III presents the two-year follow up findings for the three groups separately. As can be seen, 68% of the Experimental, 72% of Control Group One, and 58% of Control Group Two went on to college. The difference between the Experimental and Control One groups is not significant, with Control Group Two having a lower rate of college attendance than the other two groups. Control Group Two had a higher percentage going into the military, working, or going on to technical schools (barbering, etc.). Overall, the Experimental and Control One groups fairly closely parallel each other with Control Group Two being different at least with respect to college attendance. (See Table IV in Appendix A.)

The additional follow up data presented in Table IV demonstrated the similarity of the Experimental and Control One groups, and also the lower level of academic performance, extra curricular participation, and academic plans of Control Group Two. In general, the first two groups demonstrated higher high school grades, more extra curricular activities and honors received, and applied to higher "quality" colleges than did Control Group Two.

Given the lack of differences between the first two groups on the follow up variables, a single criterion was developed which included the quality of college accepted at, participation in transitional programs, high school graduation, work and military experience, and poor performance in high school, including being left back or dropped out, as points on the scale. (See Appendix C for details of the final criterion scale.)

Table V presents the correlates of the criterion variable for the Experimental Group. The strongest correlates of the criterion are in the realm of academic and intellectual performance. Students with high class standings and school grades, as well as those who participated in extra curricular activities, held office, and obtained honors at their local high school, scored high on the criterion. Additionally, students who were viewed by the high school counselors as showing a positive change in academic performance, social relations, and interpersonal sensitivity scored high. Finally, students who received financial aid, and the amount of that aid, are high on the criterion.[4]

With regard to attitudinal, mood, and personality correlates of the criterion, the following holds in the Experimental Group. Students who scored low on acquiesence, egotism, desensitization, hostility, and negative attitudes toward poor people, scored high on the criterion. Those youngsters who expressed a concern for other people and who had a strong approval motivation also scored high on the criterion variable. (See Table V in Appendix A.)

Table VI presents the correlates of the criterion variable in Control Group One. As with the Experimental Group, those students who were high scorers did well academically in their local high school, had high class standing, participated in extra curricular activities, held positions and received honors. Youngsters who obtained high marks on the PSAT's and on the intelligence tests administered, scored high on the criterion. Those students judged as changing in a positive direction by the local school counselors, in terms of academic, social, and interpersonal sensitivity dimensions, also had high scores. Other significant correlates, though less strongly related to the criterion are: a sense of control of one's fate; lack of alienated and authoritarian attitudes; denial of pathology, depression, anxiety, hostility, and deactivation (tired, lazy, sluggish, etc.); and the mood factors of happiness and social affection for others. (See Table VI in Appendix A.)

Table VII presents the significant correlates of the criterion variable in Control Group Two. An inspection of Table VII reveals, that similar to the other two groups, previous indicators of academic performance (PSAT's, grades, and class standing), had the highest degree of relationship to the criterion. Also a high score on the criterion was related to extra curricular activities, positions held, and honors received in the local high school. In addition, the amount of change reported by the local guidance counselor was highly correlated with college acceptance. What distinguished this group from the others was the number and variety of the mood, attitudinal, and personality correlates in the battery administered pre-Yale Summer High School selection. Students who reported themselves as happy, active,with a strong sense of social affiliation, and negative ego (nonchalant, etc.) scored high on the criterion. Students who denied pathology, who scored low on intolerance of ambiguity, aggressiveness and hostility and high on egotism had high scores on the criterion variable. Also, those who had positive attitudes toward former mental patients scored high. (See Table VII in Appendix A.)

In summary, all of the three groups displayed similar correlates with regard to the criterion. It is not unexpected that all of the measures of intellectual performance, such as PSAT scores, I.Q., and class standing were highly related to the criterion. It is interesting, however, to note that the pattern of personality and attitude variables which are positively related to the criterion appear to be best conceptualized as being in the realm of socially approved behavior. That is, these findings suggest that aside from academic performance, students may be differentially identified and encouraged to pursue college education on the basis of the extent to which they behave in socially acceptable ways. Specifically, those students who denied hostility, aggression, alienation, pathology, egotism, and negative attitudes toward others, behaved in ways congruent with the values of the institutions nominating them. Although an alternative explanation might be that students who did well indeed have different values and behave differently, there is much evidence to suggest that evaluation of academic performance is effected by positive perceptions of personality (Friedenberg, 1962). This, of course, raises the question of whether or not such programs really perpetuate and support the dominant values of the educational establishment to the exclusion of many students who may indeed profit from such program.

CONCLUSIONS AND RECOMMENDATIONS

It is readily apparent that the research design employed resulted in a well-matched control group for the students who attended the Yale Summer High School. On methodological grounds, it would appear that the utilization of a "random" control group for the Yale Summer High School students would lead to a gross overinflation of the effectiveness of the program. If Control Group Two was compared to the Experimental Group, the Yale Summer High School would be deemed a highly successful program. The lack of sufficient methodological controls has been pointed out in numerous studies in the biological, psychiatric and psychological sciences. The results of the present and other studies, suggest the crucial importance of well-matched control groups if educational interventions are to be adequately assessed.

The lack of significant differences between the career patterns of the Yale Summer High School students and the matched control group (Control Group One) may at first appear disheartening. Further attention, however, to the nature of the samples, the selection process, and the subsequent development of the youngsters may help in understanding this phenomena. With hindsight, it appears that the Experimental Group and Control Group One demonstrate the "creaming" phenomena (Miller _et_. _al_., 1970); that is, both of these samples contain "star" students who have been recognized and rewarded by their local high school, and who were, therefore, recommended to a highly prestigious institution, i.e., the Yale Summer High School.

Students who did attend the Yale Summer High School did well, but no better than equally outstanding youngsters who did not attend the program. Since, on methodological grounds, it has been previously demonstrated that a very large effect is needed to produce significant group differences, and because of the costs involved in such compensatory educational programs, the following recommendations, based on the present findings, are made:

1. Given the financial costs involved, such programs should not be addressed to this population of students.

2. The current policies of many colleges and universities of "open admissions" or preferential admissions for minority group members call into question the use of college admission as an adequate criterion variable for evaluating the effectiveness of such programs. Rather what is needed is longer term follow up through the first one to two years of college to measure actual student performance.

3. The lack of significant findings in the present study points to at least two major lines of future inquiry. First, are there other educational approaches that would be more effective with the present sample, and second, is the Yale Summer High School model more effective with other groups of students?

4. The data suggests that personality variables are related to selection for the Yale Summer High School and that motivation to go to college may be a central aspect of the selection process.

Given the above, it is not unlikely that students with equal potential but lower motivation may not find their way into such programs. To optimize the effectiveness of compensatory education programs the local high school personnel should not have exclusive selection prerogative over who attends. That is, perhaps it is those very students who have been ignored by the local public schools because they are less motivated to achieve who potentially can be the greatest beneficiaries of a stimulating innovative program such as the Yale Summer High School.

FOOTNOTES

1. This research was supported by the Carnegie Corporation in its pilot phase; by the United States Office of Education (Research Grant OEG-1-7-061761-2809) in the planning, data collection, and analysis stages, and by Yale University in the final writing phase.

2. Private hour to hour and one half interviews were conducted by the authors with a small, representative sample of YSHS students covering a variety of areas including: expectations of the Yale Summer High School, actual experiences in the program, attitudes toward education, school, politics and society, and family background, social and sexual attitudes (See Klein and Gould, 1969a). A selected number of these interviews, for illustrative purposes, are contained in Appendix D of this report.

3. Since attendance at a college was not the only criteria we wished to investigate, a literature search was conducted. Cass and Birnbaum's work (1965) offers one way of rating most American Colleges and Universities on a seven point qualitative scale.

4. Because of the nature of the criteria, those students who apply to and are accepted at a college of high quality also obtain a high criteria score in each of the three groups.

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APPENDIX A

TABLE I

Summary of Results of Analyses of Variance of Experimental, Control I and Control II Groups Field Data for 1966

Variable	Exp.	Control I	Control II	F	df	p
PERSONALITY ATTITUDE						
I-E	7.94	8.26	8.60	0.88	2/386	NS
ARS	63.13	62.85	65.26	2.59	2/386	<.10
Alienation	72.39	70.06	75.56	5.03	2/386	<.01
Trust	42.93	43.29	43.33	0.05	2/386	NS
Opt	31.13	31.39	31.46	0.14	2/386	NS
IoA	54.21	54.11	55.81	1.70	2/386	NS
F	59.30	60.54	60.20	0.69	2/386	NS
MACH	66.93	67.67	70.86	2.93	2/386	<.10
SR	32.73	31.82	32.36	0.37	2/386	NS
Poor	39.14	38.36	40.42	1.94	2/386	NS
M-C SD	15.40	15.93	15.01	1.04	2/386	NS
SK SD	13.31	13.23	13.00	0.59	2/386	NS
MOODS						
Happy	12.91	13.36	12.97	0.98	2/386	NS
Neg Anx	2.41	2.37	2.53	0.47	2/386	NS
Ego	2.75	2.90	2.99	0.48	2/386	NS
Aggression	5.34	5.52	6.17	3.42	2/386	<.05
Depression	3.84	3.85	3.87	0.00	2/386	NS
Anxiety	4.51	4.45	4.76	0.42	2/386	NS
Neg Anxiety	6.41	6.35	6.15	1.10	2/386	NS
Deactivation	3.38	3.44	3.74	0.47	2/386	NS
Activation	9.84	9.81	9.58	0.65	2/386	NS
Social Aff	9.25	9.52	9.36	0.69	2/386	NS
Concern	6.86	7.13	6.97	1.10	2/386	NS
Hostility	3.00	2.99	3.68	2.76	2/386	NS
INTELLECTUAL						
PSAT Verbal	38.7	37.6	34.7	6.46	2/340	<.01
PSAT Verbal %	66.8	63.1	56.4	5.64	2/340	<.01
PSAT Math	43.1	42.8	39.0	7.85	2/340	<.01
PSAT Math %	58.5	55.8	46.2	7.35	2/340	<.01

TABLE II

Summary of Background Variables for Experimental, Control I and Control II Groups

	Experimental			Control I			Control II		
VARIABLE	N	M	SD	N	M	SD	N	M	SD
Age in Months	101	190.72	8.72	157	193.8	12.23	67	196.0	10.09
Ethnic Group	102	1.80	0.82	157	1.89	0.72	67	1.63	0.59
Type of School	101	1.07	0.25	160	1.09	0.28	123	1.07	0.26
Intactness of Family	101	1.62	0.82	157	1.36	0.73	64	1.38	0.72
Language Spoken	101	1.14	0.34	157	1.11	0.31	61	1.08	0.27
Economic Unit	101	6.09	2.85	157	5.47	2.06	64	5.44	1.85
Birth Order	101	2.38	1.82	157	2.31	1.61	64	2.14	1.79
No. of Siblings	101	3.91	2.76	157	3.21	2.16	64	2.97	2.32
Residence (Urban-Rural)	101	1.28	0.45	159	1.23	0.42	122	1.24	0.43
City Size	100	4.49	2.70	160	4.12	2.51	122	4.24	2.57
Geographic Residence	101	1.48	0.50	160	1.52	0.50	123	1.50	0.50
School I.Q.	79	116.76	9.77	113	117.07	10.89	88	115.43	10.55

TABLE III

College Attendance

	Experimental	Control I	Control II
White Colleges Attended	61	100	76
Black Colleges Attended	8	16	21
Total	69	116	97
(N)	(102)	(161)	(167)
%	68%	72%	58%

TABLE IV

Two Year Follow-Up Data for Experimental, Control I and Control II Groups

	Experimental			Control I			Control II		
VARIABLE	N	M	SD	N	M	SD	N	M	SD
Class Standing	75	28.95	25.31	133	28.99	25.60	126	37.89	24.93
SAT	62	479.55	93.76	93	463.05	112.06	68	423.13	90.08
SAT Math	62	510.84	93.68	93	514.13	116.34	68	447.44	103.71
Grades Pre-YSHS	78	3.69	2.10	135	3.75	2.06	132	4.80	1.97
Grades Post-YSHS	78	4.05	1.95	134	4.25	2.19	132	5.00	1.97
Extra Curricular	73	2.70	1.95	133	2.89	2.23	126	2.41	2.07
Positions	67	1.52	2.05	128	0.89	1.38	119	0.63	1.11
Honors	69	0.80	1.14	127	0.89	1.24	120	0.52	1.04
Community Partic.	64	0.58	0.95	120	0.57	0.87	106	0.58	0.87
# Colleges App. to	77	2.38	1.70	132	1.86	1.44	127	1.20	1.15
Quality Applied to	68	4.47	2.06	112	5.21	1.87	85	5.81	1.57
# Colleges Acc. at	76	1.54	1.33	129	1.33	1.05	127	0.90	0.91
Quality Accepted at	63	5.27	2.05	107	5.29	1.96	78	5.97	1.47
Coll. Attended	77	1.60	0.79	133	1.59	0.80	130	1.19	0.98
Qual. Attended	61	5.11	2.50	100	5.31	2.13	76	5.93	1.64
Awards	66	1.20	0.99	116	1.06	1.01	111	0.67	0.94
Awards Accepted	41	2.00	----	60	1.97	0.26	36	0.19	0.33
Am't of Award	31	6.16	2.53	39	5.03	2.66	25	3.72	2.20
Other Schools	75	0.19	0.65	128	0.13	0.48	125	0.21	0.62
Other Plans	74	0.23	0.61	129	0.32	0.66	126	0.45	0.77
Academic	73	2.90	1.14	133	3.02	1.12	122	2.69	1.01

TABLE IV (Continued)

	Experimental			Control I			Control II		
VARIABLE	N	M	SD	N	M	SD	N	M	SD
Social	72	3.42	1.13	130	3.55	1.03	121	3.32	1.03
Sensitivity	72	3.50	1.11	127	3.57	1.04	122	3.27	1.09
Total	72	9.83	2.94	127	10.35	3.29	120	9.31	2.73
Change	60	2.87	1.22	106	3.07	1.11	95	2.86	1.09
Oth. Comp. Programs	67	0.06	0.24	128	0.16	0.42	116	0.09	0.31

TABLE V

Significant Correlates of the Criteria Variable in the Experimental Group

VARIABLE	CORRELATION	(N)	P
ARS	.23	(95)	.05
Ego	.23	(95)	.05
Deactivation	.24	(95)	.05
Concern	-.21	(95)	.05
Hostility	.25	(95)	.05
Geographic Residence	-.23	(99)	.05
Attitude toward the Poor	.34	(62)	.01
CMSD	-.27	(62)	.05
PSAT Math	-.29	(60)	.05
PSAT Math %	-.28	(60)	.05
Class Standing	.46	(75)	.01
English (College Boards)	-.27	(62)	.05
Math (College Boards)	-.33	(62)	.01
Grades Pre-YSHS	.50	(78)	.001
Grades Post YSHS	.43	(78)	.001
# Extra Curricular Activities	-.33	(73)	.01
Positions Held	-.27	(67)	.05
Honors	-.24	(69)	.05
# Colleges Applied to	.50	(77)	.001
Quality Colleges Applied to	.54	(68)	.001
# Colleges Accepted at	-.42	(76)	.001

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TABLE V (Continued)

VARIABLE	CORRELATION	(N)	P
Quality Colleges Accepted at	.79	(63)	.001
Awards	-.34	(66)	.01
Amount of Award	-.56	(31)	.01
Academic Change	-.35	(73)	.01
Total Academic, Social, Sensitivity Change	-.26	(72)	.05
Attitude toward Yale Summer High School	-.27	(78)	.05
Affect	-.27	(63)	.05

TABLE VI

Significant Correlates of the Criteria Variable in Control Group I

VARIABLE	CORRELATION	(N)	P
IE	.17	(141)	.05
Alienation	.21	(140)	.05
SKSD	-.23	(140)	.01
Happy	-.24	(141)	.01
Social Affection	-.18	(140)	.05
Hostility	.34	(140)	.001
PSAT Verbal Pre-YSHS	-.36	(109)	.001
PSAT Verbal % Pre-YSHS	-.34	(109)	.01
PSAT Math Pre-YSHS	-.40	(109)	.001
PSAT Math % Pre-YSHS	-.41	(109)	.001
Age	.17	(149)	.05
School IQ	.24	(151)	.01
Alienation Post YSHS	.37	(77)	.01
F Post YSHS	.22	(77)	.05
SKSD Post YSHS	-.25	(76)	.05
Happy Post YSHS	-.26	(75)	.05
Depression Post YSHS	.29	(75)	.05
Anxiety Post YSHS	.23	(75)	.05
Negative Ego Post YSHS	-.27	(75)	.05
Deactivation Post YSHS	.27	(75)	.05
Hostility Post YSHS	.32	(75)	.01

TABLE VI (Continued)

VARIABLE	CORRELATION	(N)	P
PSAT Math Post YSHS	-.34	(76)	.01
PSAT Math % Post YSHS	-.34	(76)	.01
Class Standing	.51	(75)	.001
English College Boards	-.30	(94)	.01
Math College Boards	.43	(94)	.001
Grades Pre-YSHS	.58	(134)	.001
Grades Post YSHS	.57	(134)	.001
Extra Curricular Activities	-.39	(133)	.001
Positions Held	-.23	(128)	.01
Honors, etc.	-.42	(127)	.001
# Colleges Applied to	-.47	(131)	.001
Quality Colleges Applied to	.32	(113)	.01
Colleges Accepted at	-.42	(129)	.001
Quality Colleges Accepted at	.62	(108)	.001
Awards	.52	(116)	.001
Amount of Award	.61	(40)	.001
Academic	-.50	(133)	.001
Social	-.34	(130)	.001
Sensitivity	-.35	(127)	.001
Total Academic, Social, Sensitivity Change	-.21	(127)	.05
Affect	-.66	(19)	.01

TABLE VII

Significant Correlates of the Criteria Variable in Control Group II

VARIABLE	CORRELATION	(N)	P
IoA	-.18	(141)	.05
SR	.20	(142)	.05
SKSD	-.22	(140)	.01
Happy	-.22	(140)	.01
Ego	.23	(138)	.01
Aggression	.24	(138)	.01
Negative Ego Pre-YSHS	-.19	(138)	.05
Activation	-.17	(138)	.05
Social Affiliation	-.26	(138)	.01
Hostility	.26	(138)	.01
PSAT Math Pre-YSHS	-.28	(126)	.01
PSAT Math % Pre-YSHS	-.29	(126)	.01
PSAT Verbal Post YSHS	-.25	(74)	.05
PSAT Verbal % Post YSHS	-.23	(74)	.05
PSAT Math Post YSHS	-.50	(73)	.001
PSAT Math % Post YSHS	-.50	(73)	.001
Ethnic Group	-.26	(78)	.05
Class Standing	.49	(124)	.001
Grades Pre-YSHS	.33	(131)	.001
Grades Post YSHS	.32	(131)	.001
Extra Curricular Activities	-.23	(124)	.01

TABLE VII (Continued)

VARIABLE	CORRELATION	(N)	P
Positions Held	-.18	(118)	.05
Honors	-.26	(118)	.01
# Colleges Applied to	-.55	(125)	.001
Quality Colleges Applied to	.27	(83)	.05
# Colleges Accepted at	.62	(126)	.001
Quality Colleges Accepted at	.60	(78)	.001
College Attending	-.74	(129)	.001
Quality College Attending	.76	(76)	.001
Awards Given	-.54	(111)	.001
Awards Accepted	-.36	(36)	.05
Amount of Award	-.67	(25)	.001
Other Plans	.45	(125)	.001
Academic Change	-.37	(121)	.001
Social Change	-.37	(120)	.001
Sensitivity	-.30	(121)	.01
Total Academic, Social, Sensitivity Change	-.38	(119)	.001

APPENDIX B

The following are descriptions of the personality and intellectual measures and demographic and follow-up variables used in the report.

Personality, Attitudinal, and Mood Variables

IE: The Internal-External Scale (IE), (Rotter, 1966), has been conceptualized and extensively validated as a measure of the extent to which a person believes that his life is determined by fate or chance as opposed to being under his own personal control.

ARS: The Agreement Response Set scale developed by Couch and Keniston (1960). This measure of acquiescence is conceptualized as tapping "lack of impulse control" and a tendency to agree and to go along in social and experimental situaltions.

Alienation: The Manifest Alienation scale reflects a general or "core" attitudinal-affective syndrome, the content of which is pessimism, cynicism, distrust, apathy, and emotional distance. It is based on the work of Gould (1964, 1969).

Trust: An unpublished scale by Kenneth Keniston of Yale University which measures what the title indicates.

Optimism: Another unpublished scale developed by Keniston.

Intolerance of Ambiguity: A measure of subjects' feelings of discomfort in situations where there is more than one possible correct choice as reported by Christie (1960).

F (authoritarianism): A counterbalanced version of the F scale, controlling for acquiescence, developed by Cristie, Havel, and Seidenberg (1958).

MACH (machiavellianism): An overt measure of the subjects' acceptance of a cynical, distrustful, and manipulative orientation toward the world and a tendency to use manipulation of others to gain one's own ends. This scale was developed by Christie (1960).

SR: Social restrictiveness toward former mental patients. A scale derived from the OMI, which was developed by Cohen and Struening (1964). This scale was considered a covert measure of prejudice towards a non-acceptable, stigmatized group.

Poor: Attitudes toward the poor. A scale derived from the Community Participation Index from Operation Headstart (Zigler, 1965).

MC SD: The Marlowe-Crowne Social Desirability Scale (1960). A relatively new scale of social desirability independent of psychopathology. The authors conceptualize this scale as measuring "need for approval."

SK SD: The Solomon-Klein Social Desirability Scale (1963). An 18 item social desirability scale derived foom the MMPI by Edwards. This version of the scale is counterbalanced for acquiescence by utilizing nine items which are keyed true and nine keyed false as developed by Solomon and Klein. This scale is usually used as a measure of defensiveness and the "need for approval" via the denial of pathology.

Moods: A series of 12 mood factors derived from the Nowlis and Green (1959) scale. The factors and the adjectives measuring them are as follows:

Happy (pleased, playful, lighthearted, happy, elated, and cheerful); Negative anxiety (nonchalant and sarcastic); Ego (detached, self-centered, and boastful); Aggression (suspicious, strong, rebellious, and defiant); Depression (blue, insecure, lonely, and uncertain); Anxiety (shock, tense, clutched-up, ashamed, lonely, and startled); Negative emotion (genial, sociable, and calm); Deactivation (tired, lazy, sluggish, drowsy, and washed-out); Activation (active, lively, energetic, and refreshed); Social affection (forgiving, affectionate, warmhearted, and kindly); Concentration (earnest, serious, and thoughtful); and Hostility (resentful, vengeful, angry, and destructive).

Intellectual Variables

PSAT: In the intellectual domain the verbal and mathematics scores and national percentile ranks associated with them were computed from the Preliminary Scholastic Aptitude Test (PSAT) by the staff of the Educational Testing Services (ETS) of Princeton University.

SAT: Scholastic Aptitude Test for verbal and mathematical abilities which are also scored by the staff of the Educational Testing Services (ETS) of Princeton University.

College Boards: The English and mathematics scores as computed by the staff of the Educational Testing Services (ETS) of Princeton University.

Background Variables

Age: Age of student in months at first testing.

Ethnic group: 1 = white; 2 = black; 3 = Spanish; 4 = Indian; 5 = Chinese.

Type of School: 1 = public high school; 2 = private school.

Intactness of Family: 1 = intact home; 2 = mother present; 3 = father present; 4 = neither present.

Language spoken: 1 = English; 2 = anything else (another language or English and another language).

Economic Unit: Total number of family members at home.

Siblings: Number of brothers and sisters excluding the subject.

Birth Order: A nine item scale going from 0 to 9: 0 = only child; 1 = first born; 9 = ninth or more in the birth order.

Residence: 1 = urban; 2 = rural.

City Size: The classification system of the standard dictionary listing was employed: 1 = 1,000,000 and more; 2 = 500,000 to 1,000,000; 3 = 250,000 to 500,000; 4 = 100,000 to 250,000; 5 = 50,000 to 100,000; 6 = 25,000 to 50,000; 7 = 8,600 to 2,500; 8 = rural area.

Geographic Residence: 1 = North; 2 = South.

Social Class: The two factor score (years of education and level of occupation) derived from the Hollingshead and Redlich (1958) procedure.

School IQ: The IQ scores reported by local school officials for the student.

Class Standing: a nine point scale with one representing the top of the class to nine representing the lowest class standing.

Grades: 1 = A; 2 = A-; 3 = B+; 4 = B; 5 = B-; 6 = C+; 7 = C; 8 = C-; 9 = D or less.

Extra Curricular Activities: Number of extra curricular activities participated in by the student at his local school.

Positions Held: Number of positions held in school government, committees, etc.

Honors Received: Number of academic, intellectual, and athletic honors received by the student in his local school.

Community Participation: Number of non-academic, community activities the student participated in in his local region.

Number of Colleges: The total number of colleges either applied to or accepted at.

Quality of Colleges: The quality of colleges applied to, accepted at, or attending as defined by the system developed by Cass and Birnbaum. (1965)

__College Awards__: Number of financial awards offered to student and amount of award accepted by him.

__Other Plans__: Non-academic plans student has for his future, such as work or military service.

__Other Schools__: Non-college school plans, such as barber's school, computer school, mechanics institute, etc.

__Changes in Academic, Social, and Interpersonal Sensitivity__: The local school guidance counselor's report on the student's changes in the areas of academic performance and attitude, social awareness, and in interpersonal sensitivity over a one to two year period.

__Other Compensatory Programs__: Student's attendance in other compensatory educational programs which were either local or regional, but not the Yale Summer High School.

APPENDIX C

Code for the Follow-Up Criteria Variable

1 = Most Selective (Ivy) College

2 = Highly Selective (Sub Ivy - Antioch, Case, Fordham, etc.)

3 = Very + Selective (Assumption, C.C.N.Y., Coe, U. Conn.)

4 = Very Selective (B.U. - Liberal Arts, Bard, Lake Forest)

5 = Graduated and in TYP and 13th Year

6 = 12th Year in Prep School (lost year in transfer)

7 = Selective Colleges (Adelphi, Bethel, Brigham Young, CCS)

8 = Unselective Colleges (Unlisted)

9 = Junior College

10 = Technical School (H.S. Grad; in non-H.S. or non-College)

11 = Work (H.S. Graduate)

12 = Military (H.S. Graduate)

13 = Graduated (Plans Unknown)

14 = Attending H.S. (left back)

15 = Dropped out of H.S. (non-grad.) and working

16 = Dropped out of H.S. and in military

17 = Dropped out (plans unknown)

18 = Unknown

19 = Dead

APPENDIX D

May 5, 1966

Interview - New Student

Nooney - Gould

G: How are you doing in school, Phil?

N: Right now, not too good.

G: Not too good? How do you account for that?

N: Uhhh, just say I'm losing interest a little.

G: Did you do better last year?

N: Yeh.

G: Much better?

N: Yeh.

G: So you don't think you're doing as well as you could do?

N: No.

G: How did it come about that you're losing interest?

N: Just an accumulation of years. After so many years you just look ahead,and you see how many years you have left,and you're tired all of a sudden.

G: Do you have any idea why this occurred? Well, let me put it this way. Had you done well up to this year, in general? I mean, not just the year before but in junior high school?

N: About general.

G: Anything happen this year -- anything in particular? Just a general accumulation?

N: Yeh.

G: Do you have any idea the kinds of things which you think might help you to regain your interest?

N: No.

G: Do you have any interests? Things that you might like to do -- like to try to do?

N: Uhhh ...law enforcement.

G: Excuse me?

N: Law enforcement, like police or an m.p. in the army, something like that.

G: What's your feeling about that?

N: I don't know, it's my sense of democracy.

G: Democracy? Justice law and order? How did you come to the attention of the powers that be with respect to being nominated to the Yale Summer High School?

N: Oh, uhhh, the English teacher recommended me for guidance because I wasn't passing English, and the guidance counselors got together and they were discussing nominations for this and the guidance counselor that interviewed me, mentioned me. So they looked up my records and nominated me.

G: What did they tell you about the YSHS program?

N: Yeh.

G: I said, what did they tell you about it?

N: Uhhh, that it's designed to take students who have potential ability and develop them in them.

G: That's all you know about it?

N: And uhh, it's government-sponsored, and it's a brand new project, I gather.

G: Not brand new, but new. Did they tell you what the living arrangements are -- and things of that sort?

N: Yeh. They said everything is paid for -- and uhhh, that's about it.

G: What do you think it will be like spending the summer here?

N: It would be exciting. I'm the stay-at-home type. I don't like to leave home, so this would be interesting. It'll be the first time I was so far away.

G: What do you think the program is like? Did they tell you what the program is like?

N: No. I gather it'll be ... starting to think it's going to be a little difficult. Strenuous, I should say.

G: How come you're starting to think that?

N: I don't know -- it's too much attention being paid.

G: To you?

N: Not to me, in general, but to everyone. To take this much trouble, it's bound to be important, and if it's important they'll work hard to make it succeed.

G: Do you think that you've kind of lost interest in your studies because school's not exciting -- I mean, it's something about the school, or about the teachers?

N: Uhhh, a little bit lack of excitement that uhhh -- boredom. It's uhhh -- not so much lack of excitement in school -- lack of excitement in everything.

G: There's nothing, I mean, there's nothing that you do that you really enjoy doing -- that really excites you? Did anything ever really excite you?

N: No.

G: Do you think anything might ever excite you in the future?

N: Very stable.

G: Stable? Do you have any brothers and sisters?

N: Two brothers and a sister.

G: Two brothers and a sister -- oh, yeah, you have a sister that's 30 years old and is a housewife, and two older brothers, right?

N: Yeh.

G: So you're the only one who is at home then?

N: Yeh.

G: Where's Boynton Avenue?

N: It's around the Hunt's Point section in the Bronx.

G: What're your plans for the future?

N: Uhhh, well, if I don't start to do better and if I can't get into college, I'll join the army.

G: But, you're going to try to get into college? You hope to be able to go to college?

N: Yeh.

G: Do you have any idea what you'd like to study in college?

N: Uhhh, if not liberal arts, then a course in -- I don't know how to phrase this -- uhh, world affairs -- like U.N. work or something.

G: You're interested in that?

N: Yeh.

G: Are there any courses like that here?

N: None that I know of.

G: What do you think of this place?

N: Uhhh, it's pretty nice. It's a little bit different from what I expected. I like it.

G: What did you expect?

N: Uhhh, a beautiful boating place and not so lively.

G: Is it comfortable, uncomfortable coming to school here every day, I mean, how do you feel like being in the building?

N: It's comfortable.

G: It's comfortable. What are the kids around here like?

N: Most of them are very friendly. Uhhh, you expect -- I didn't expect them to be that friendly being that they're drawn from all over the Bronx, but they are friendly.

G: Do you think the students are treated fairly around here by the faculty and teachers and staff?

N: The faculty is very nice. Uhhh, it's not so much a teacher/student relation, it's a person/person relation.

G: How's the intellectual level in the courses?

N: Uhhh, if you want to go intellectual, you can get as good here as,I think, anyplace.

G: And your courses are basically good courses?

N: Yeh.

G: Do you have any favorites?

N: Uhhh, world history which I haven't gotten yet and uhhh, a little bit for English.

G: Who taught your English course?

N: Now?

G: Yeh.

N: Mr. Gladstone.

G: What was the most enjoyable course you've had here?

N: Uhhh, it's very difficult. I would guess the senior chorus.

G: The senior what?

M: The senior chorus.

G: Senior Chorus? Did you ever at all consider dropping out of school?

M: Uhhh, a couple of times.

G: What made you decide not to?

M: I realized that you can't get anyplace without a diploma and realize if I dropped out now, I'd just have to come back later.

G: Did you realize that by yourself or did somebody help you realize it?

M: You hear it over the years from everyone, but I guess you realize it yourself.

G: I notice on your application it says that -- you say that you read about a novel a week. What's the last one you read?

M: Last novel? Green beret.

G: What did you think of it?

M: It was very good considering it was written from the standpoint of a Green Beret.

G: What do you think of the whole situation in Vietnam?

M: Oh, before I didn't think too much about it in any way, but now my brother just went over there and, so, I started to think about it. I guess we have to be there, but I think we could find a better way to fight the war. We're losing too many men - the cause is not worth it.

G: How do you think we might fight it better?

M: Uhhh, possibly take people like the Phillipinos or someone who lives in that kind of atmosphere - jungle - knows how to fight in that kind of atmosphere. Let them fight it instead of ....

G: They might not want to! (laughs)

M: Oh, they want to!

G: Oh, they want to?

M: They've offered troops but somehow the government hasn't accepted.

G: You think that we should be there then?

N: We should be there but maybe in aid but not in rent.

G: What do you think we're fighting for over there?

N: To keep the rest of Asia free -- whatever's left of it.

G: When were you on the track team?

N: From about September to October.

G: From this past September -- about a month? Got tired of running (laughs)?

N: No, just that the team is so good that I couldn't make the starting team. So, I stopped.

G: What events did you run in?

N: 220.

G: Have you done that before or is that your first time?

N: No, not organized.

G: How do you get along with your family?

N: We tolerate each other that's about what you could say.

G: Are your parents interested in you getting an education -- are there any feelings or attitudes about education?

N: They'd like to see me go to college. Uhhh, I suppose they'd like to see every generation do a little better -- so they went to high school -- they'd like to see me go to college.

G: Do they encourage your school work or do they say that then they don't do anything about it. I mean, do they keep after you -- do they try to make you study?

N: Uhhh, at times they keep after me but not steadily.

G: Do they look at your report cards carefully?

N: Very carefully.

G: How about the rest of your family -- your brothers and sisters? How do they feel about getting a college education? Is your brother, by the way, John,the credit analyst, he graduate from college? Did he go to college at all?

N: No.

G: Anybody go to college?

N: No, I think he just completed some kind of college credit course -- now they sent him to it. But, uhhh, before that, no.

G: Are all your older brothers and sister married?

N: No.

G: Which ones are married?

N: John and my sister.

G: Christopher, the one from the army, is not married?

N: No.

G: Do you go out at all?

N: Uhhh, not that much.

G: For what reason -- not enjoying it?

N: Lazy.

G: Too lazy to look, eh?

N: Yeh.

G: Think that girls are different from guys, kind of, oh, as people?

N: As people?

G: Yeh, I mean, obviously they're different biologically, but a lot of people -- you know -- who talk about -- you know -- women are this way, women are that way. The same way you might say negroes are this way and negroes are that way.

N: No, basically they're not different but sometimes the way they act, you think they are, but uhhh, everyone has the same characteristics.

G: How do you feel when you're around women -- any different than when you're around guys?

N: Uhhh, a little bit more relaxed.

G: A little more relaxed -- with women. Why do you think that is?

N: Uhhh, when you're with boys you have to -- you want to be equal with them -- if he's better than you in something, you want to try to talk him into the fact that you're better -- or do something to show him that you're just as good as he is, but with girls there's no point in telling them I could throw a baseball farther than you can. You can just be personal with them, you don't have to compete with them.

G: Did you ever go out with a girl for any length of time?

N: About five months.

G: Five months. How often did you see her?

N: During the day I saw her.

G: How long ago was this?

N: I was 14.

G: When you were 14.

N: About three years ago.

G: You say you don't go out much now -- what does not much mean?

N: Once a week.

G: Different girl?

N: Usually.

G: What do you do when you go out?

N: Uhhh, movies or amusement.

G: You say that you have very few close friends on your application form.

N: Yeh.

G: Do you have any?

N: Yeh. Three or four.

G: Are these people that are in school here or in the neighborhood, or what?

N: In the neighborhood.

G: Are they in school?

N: Yeh.

G: Do you talk to these friends about most things that are on your mind?

N: Yeh.

G: What are your parents like?

N: Uhhh, they both came over from Europe.

G: Where?

N: Ireland. Uhhh, they're a little more modern than a lot of parents I seen that come over from the old country, but they're still a little set in their ways. If they think something's wrong, you have a pretty hard time talking them out of it -- and they're pretty strict.

G: Are there particular things that make for difficulties between you and them? What are the areas that you have the most conflict about?

N: Uhhh, most of the time -- school.

G: They think you should be doing better and working harder -- stuff like that?

N: Yeh, that's about it.

G: Maybe that's one of the reasons you're not.

N: That could be. (laughs)

G: How do you feel about the future? In general?

N: Uhhh, guess I know I have to do some things, but I'm not worrying too much about it. I'll find something to do.

G: Do you think things are getting better in this country or worse in this country?

N: Which way?

G: Let's say, in general, for a starter.

N: Uhhh, they're getting better.

G: How do you think they're getting better?

N: The living standard is rising -- people are living better and they're coming up with more inventions and machines to do things easier -- so they're living easier and they're coming up with more medical discoveries, so you're living longer.

G: Are there any particular problems or difficulties in this country?

N: Uhhh, the racial problem -- a lot of different racial problems. The main one is the negro one, but there's different ones -- look around, you find every little group -- every little minority has its own problems and uhhh, everyone's got a different way to handle it, but somebody seems to be able to do it.

G: You think the racial situation is getting better?

N: Yes, it's getting better. A hundred years ago the coloreds and the other minorities didn't have anything -- now they get equal schooling, equal housing,almost equal everything. So, they're getting along better.

G: Do you go to church, Phil?

N: Church group?

G: I said, do you go to church?

N: Yeh, but I'm not that thrilled about it.

G: Do you go because your parents make you go?

N; Not make me, but I go to uhh ... well, if I didn't go they would just start a discussion, so I go.

G: Do you believe?

N: No.

G: How long has it been?

N; Uhhh, I don't know, I guess since I was old enough to understand what they were talking about. But before I was older, I guess it was just kept back subconsciously -- I was afraid to tell anyone cause it doesn't seem right that you denounce -- they tell you you're supposed to think -- so if you don't they think you're doing something wrong.

G: Do you listen to music at all?

N; A little bit.

G: What kind?

N: I used to like rock and roll, but now I'm going more toward the Sinatras and the Sammy Davises.

G: Do you have any idea why you're interests have changed?

N: The music's getting terrible.

G: The rock and roll music.

N: Yeh.

G: Like what?

N: The Beatles are alright, but they come out with some of these new groups -- the ones with the kooky names -- they're just blaring and screaming into a mike. You can't understand anything, the music is terrible.

G: What do you think, well -- the kids seem to like them, they buy their records. Do you think most people around here like that kind of music?

N: No.

G: You don't think they do?

N: Just that it seems to be the thing to like. It doesn't matter you don't understand it, everybody else likes it, so I'll like it.

G: Did you ever listen to Bobby Dillon?

N: Yeh.

G: What do you think of him?

N: He seems to be a very inspired young fellow. Some of his records sound like he's an out and out nut, but others he's very deep.

G: If you don't go to the YSHS, what do you think you'll do this summer? Do you have a job?

N: Uhhh, as of right now - no. There's a few -- I forget --

G: Like what?

N: I could work in my brother's office, if I want. There's always a few floating around.

G: Have you ever worked while you've been in school?

N: Uhhh, no.

G: Have you ever worked at all?

N: Yeh.

G: When did you work?

N: Over the summer about maybe a month.

G: Doing what?

N: Uhhh, stock boy.

G: Do you think you'd like to be in the Yale program?

N: Uhhh, yeh. If I keep going like I am, I won't make it out of high school, so there just has to be an improvement.

G: You don't think the improvement will come just from yourself in deciding that you want to improve things?

N: No. I haven't got the will power.

G: Somebody has to stand over you and make you do it, huh?

N: Uhhh, not stand over me and make me do it, I resent being told that I'm so brilliant and I should be doing it. I just don't like that. If I get sly hints, I like it a little better.

G: Uh, huh. You want somebody to just kind of set an example?

N: Yeh.

G: The Yale program, you know, is, you hear a lot of things, but you know, it's four or five hours a day of intensive class room work. Nobody does stand over you and tell you to do things, but it's an intensive course. Tell me about what you say which confuses me a little bit. On the one hand you say you're kind of a homebody and nothing really excites you -- on the other hand you say you're thinking that coming to the Yale Summer High School might be exciting and before when I asked you,you said -- you know -- you didn't really think anything would excite you terribly.

N: Well, I'm not doing anything exciting now,or I haven't done anything exciting that much ever, so this is bound to be a little exciting. or intriguing.

G: Do you think you still can be excited?

N: A little, not overjoyed.

G: Why?

N: Things don't just reach me that much.

G: Is that always the case?

N: Yeh.

G: Do you have any idea why that is? You're cool.

N: Yeh.

G: How's your relationship with the girl you went out with?

N: Uhhh, at that time, I was young and she was young so -- it's just -- now that I look back at it, it was ridiculous to think of it at such a young age. If I was a parent and my kid came to me at 14 and told me he was staying with girls, I wouldn't tell him not to stay with girls, but I wouldn't want him to get tangled with one.

G: I hear a lot of talk about how young kids are so different today, how immoral they are and all those things you read in magazines, what do you think about them?

N: Uhhh, young kids today -- they're educated better, they comprehend things faster so, thus, they grow up more, sooner and, of course, they have to be a little wilder than their parents were cause they're being shot into a world at 17 and 18 -- they're fully grown -- they're expected to have a job and everything.

G: Then you don't think the younger generation is going to hell in a basket?

N: Uhhh, I don't know (laughs).

G: Often it seems quite obvious that people your age have difficulties communicating with adults, you know, with their parents and teachers, do you think that's true? Do you think there's a general difficulty that young people have communicating with older people?

N: Yeh, a little, because one minute they're treating you like a full-grown adult, and the next minute, they're treating you like a little kid again so you keep shifting back between the two worlds -- so you can't really talk to them.

G: Do you think that you would like to do well in school -- you keep on talking about, you know, you hope that some person will instill a desire -- you have a desire to have a desire to do well?

N: If not for anything else, just to show people that I could do it as well as I'm supposed to be able to.

G: How well do you figure you're supposed to be able to do?

N: As good as anyone! Uhhh, I should be a 90 student in everything.

G: Do you feel that way because people told you that?

N: No, I feel that way because I know I can do it.

G: But so far the spirit hasn't moved you?

N: No.

G: Have they ever told you what your IQ is, or anything like that?

N: No, but -- not when I was in grade school, but the class counselor here told me it was above average. They won't tell you exactly what it is.

G: Who are you closer to -- your mother or your father?

N: At times -- my father, and times -- my mother.

G: Do you think one rather than the other has had a greater influence on you?

N: My father, I guess. Cause he's the one that talks to me about school or anything important -- my mother lets him handle those things.

G: Is there anybody here who's been kind of outstanding with respect to being important to you?

N: No, I haven't been here that long to get that well established.

G: That's right, you've only been here since September, right? You're in the tenth grade now? You say that you have some desire to want to go to college? Do you have any particular college in mind?

N: Uhhh, no, but the big names blast through your head like Notre Dame or some university.

G: If you got into college, you think that there would be a big financial obstacle for you?

N: Uhhh, I guess so. I would probably have to work while I was going to college.

G: Your father is retired, isn't he?

N: Yeh.

G: Do you know if there's any other income besides the social security payment?

N: No.

G: You don't know or there isn't any other?

N: There isn't any.

G: What did your father do?

N: He was a building superintendent.

G: Why do you think most kids drop out of school?

N: They're tired of waiting to get what they want. They figure they could get it at 16 or 17 or go out and get a job. To them, $50 or $60 a week is a lot of money. If I drop out now, I buy what I want and do what I want and who's telling me I'm not so good off? I got all I want, I can buy whatever I want so I must be well off. But then when it comes time to marry and raise a family, they find out they're not so well off.

G: Do you think that these kids have been misguided in some way?

N: Uhhh, no. Everyone tells them to stay and if they don't want to stay, they figure they know more than the other people do.

G: So you kind of figure it's their own fault?

N: Yeh, in most cases.

G: Do you think most of the time people are concerned enough to try to keep them in school and do those kind of things for them?

N: Some, in very rare cases, but most people, like guidance counselors, they're paid to try to keep you here. They try, but they don't put in any extra effort -- most of them. There are some that try hard.

G: How much experience have you had with the guidance people here?

N: Here?

G: Yeh.

N: Outside of this program -- trying for this -- not that much.

G: Did Mr. Dem speak to you about this program or did somebody else?

N: Yeh.

G: He did? How do you feel most of the time?

N: How do I feel?

G: Yeh.

N: How?

G: Happy - sad - depressed - nothing?

N: Nothing, that's about it. Not one way or the other.

G: Do you ever get really depressed or really anxious or really upset?

N: No.

G: Did you ever?

N: No.

G: How do you get along with your brothers and sister?

N: Uhhh, they -- I guess they feel a maternal instinct cause they're older than I am. They try to look out for me and keep me on the right track. We get along alright.

G: Do you have a favorite?

N: Uhhh, no.

G: How long does it take you to get here every day?

N: Forty-five minutes to an hour.

G: What's your neighborhood like?

N: It's mostly middle-class. It's still basically Jewish, but it's becoming a little integrated now.

G: There aren't that many Irish families near you?

N: Lately, in the last few years, not exactly right in my neighborhood, but in the surrounding area, they've been moving in.

G: Are most of your friends Jewish?

N: Most of my acquaintances are but -- real friends -- it's pretty mixed. A little bit of everything.

G: Are you a good basketball player?

N: I could be if I wanted -- if I really tried -- but I get discouraged at times, greatly discouraged but just enough to make me disgusted.

G: Do you always discourage so easily?

N: Uhhh, in most cases, yeh.

G: You mean ever since you can remember?

N: Well, if I really want something a little more than usual, I won't discourage that easy.

G: What are some of the things that you've wanted a little more than usual?

N: I wanted to get into a Catholic high school last year, and I didn't get in.

G: Why not?

N: They had a test and the public schools don't tell you when the Catholic schools give a test, so I missed the test. It was on the basis of marks. My marks were good enough, but I got them in a little too late. There was no place left.

G: Why did you want to go to a Catholic high school?

N: I figured that might give me the inspiration to do better.

G: How was that -- I'm not quite sure -- I mean how that would give you ---

N: Well, they're a little stricter, they press you a little harder ...

G: Go ahead.

N: So you either put out or they throw you out.

G: You don't figure they do enough of that around here?

N: No, they do it, but not consistently.

G: Well, I don't know, your parents are kind of strict and they stay on your back and that doesn't seem to inspire you.

N: That's not consistent either.

G: Oh, that's not consistent either? What kind of students were your brothers and sister? Were they good students? Mediocre?

N: Uhhh, my sister was above average. My brother -- my oldest brother -- was a little like me when he was younger -- a little wild, and he wouldn't settle down and do as good as he could. Then when he reached high school, he straightened out. He did very good. The one that's in the army -- he's not that bright mentally, but he tries.

G: Well, okay, that's about it today. It was good to talk to you and ...

N: Do you have any idea when this is going to come through?

G: I suspect in about a week or two.

N: That's nice.

G: Yeh -- I doubt very much whether it will be later than that. And, as I say, I have no idea -- this is not a selection. So maybe I'll see you during the summer.

N: Do you teach there during the summer?

G: No, I work on the staff, and I'll be there during the summer. I'll be talking to you again, give you some tests and things of that sort. Take it easy, Phil.

End of Interview

Interviewer - L. Gould

Interviewee - Scott Sargent

May 27, 1966 -- Franklin High School - Franklin, New Hampshire

G: As I was telling you before, this program that I'm involved with is for boys who are bright but not working up to their capacity. And I told you that I asked Miss Cutts to give us the names of some boys who she thought was in that category. Since your name is one of the names she gave me, I was wondering if you thought that applied to you ... that you're not doing as well as you could do.

S: Yeah, I should be doing better than I am doing.

G: Why do you feel that you're not doing as well as you can?

S: I don't know, I haven't really tried, I guess.

G: How long have you been at this school?

S: Two years.

G: Two years? This is a four-year high school?

S: Yes.

G: There's no junior high.

S: Yeah, 7th and 8th is junior high.

G: You are here for the four years - 9th, 10th, 11th, and 12th?

S: Yeah.

G: How did you do when you were in public school?

S: I went to the parochial school, and I had A's and B's, just for about eight years.

G: Is it very difficult coming to school here than parochial school?

S: Yes, I like it better here -- there's a lot more freedom. It's not really that much harder, it's just that I have just slacked off -- I haven't been trying as hard as I was before.

G: Do you have any reason why? Any idea at all?

S: One, I got more things to do now. I'm working now, I have other things that I do. Before in parochial school, there wasn't that much to do cause there's football games and basketball games, baseball games. There's all kinds of things to do.

G: How are you doing this year as compared to last year?

S: Not as good.

G: Not as good? So your marks have been kind of going down since you came here? Is it hard for you to study when you do find time, or is it a question of just not finding the time?

S: I just can't concentrate -- I put a book in front of me and I can read for about ten minutes,and then I can read the rest of the book and I don't take anything in.

G: Was that not as true when you were younger?

S: Well, in the parochial school they didn't give us much homework -- more or less, it was class work. What was homework only took ten minutes to do. But here you've got seven periods, like myself, I have got one study hall a week so I have seven different classes a day and each one piles on homework, and it kind of adds up.

G: What are your plans when you graduate from high school? Do you have any?

S: Yeah, I'm going to music school.

G: What do you play?

S: Drums, piano, trumpet, and I'm trying to get saxophone lessons right now.

G: What kind of career do you think you would like in music.

S: I don't know, I was hoping to be a musical teacher.

G: Like high school teacher?

S: Yeah.

G: So, essentially, you want to go to college and major in music? Something like that?

S: Yeah.

G: What are your grades actually like?

S: D's and F's.

G: I guess you realize you're going to have a tough time getting into college. Do you think you're going to pull them up?

S: Yeah, they've been coming up the last two terms. I had one term where I had 4 F's -- Ive only got one right now so, they're going up.

G: When did you start getting interested in music?

S: I've played drums all of my life and it's just something I just grew up with. My father plays them, and he was in a drum corps, and I'm in the band. I was in the drum corps.

G: That's the school band?

S: Yeah.

G: Is the drum corps a school thing also?

S: No, it's --- I don't know what you call it, it's not public, I mean there's no group that sponsors it, it's just a drum corps that just started up. There were directors that started it up -- my father was the director of that -- he still is. A couple of years ago, I took piano lessons for a year, I think I play pretty good for the experience I've had. And I took trumpet lessons for a year -- last year. Guitar -- I just play by ear -- I play pretty good, but I've never taken lessons on it.

G: Sounds like you would make a fine music teacher. You really seem to have a gift for that kind of thing. (pause) What do your parents think about your plans for the future? They ever say anything about it?

S: Yeah, my mother encourages me. She wants me to go to music school.

G: How about your father?

S: He don't live with us -- my mother and father are divorced.

G: Does he live around you though?

S: Yeah, he lives right next door. He lives with his parents.

G: So, you see him regularly? How long have they been divorced?

S: Two weeks (laughs).

G: Were they separated?

S: Yeah, and the divorce went through a couple of weeks ago.

G: How long were they separated?

S: About a year, I guess.

G: You think any difficulties they might have had had affected your school work? Is that a possibility?

S: I don't know. I couldn't tell you that.

G: Would they argue a lot when you were around -- things like that?

S: No, that's one thing they never did -- they never argued when we were around -- any arguments they did have was when we had gone somewhere or when we had gone to bed.

G: Before they actually separated, did you have any idea that anything was wrong?

S: No.

G: You didn't? How does your sister do in school?

S: Not any better than I did, but she tries. She's getting D's and F's. Right now, that's the best she can do, she's already stayed back one year. She tries, she does her homework -- she just can't get it.

G: (pause) What's it like going to school in this place? What is this school like -- is it a good place to be in school -- comfortable coming to school?

S: Yeah. Except it's kind of cool sometimes -- the furnace breaks down a lot.

G: (laughs) I guess it must get kind of cold around here during the winter. How many times did that happen last winter?

S: Three, I think. A couple of years ago, it was so cold that they didn't have school for three or four days.

G: Do you have any other gripes about this place? If you could change it -- if it was in your power to change the school any way that you wanted to, what kind of things you think you might do?

S: I think one thing I would try and do is get a smoking area for the kids. Like it is now you have to go way over by the bridge and way up street before you can smoke,and I'd argue that, I mean, as far as I consider once you're on the sidewalk you're on public property and you ought to be able to smoke there.

G: You mean, they just don't let you?

S: They don't let you - no.

G: What if you refuse to obey them?

S: You get bounced. (laughs)

G: How long would they bounce you for something like that?

S: A week or two weeks - depends on what it is you were smoking.

G: Are they generally pretty strict around here about most things or is that something they're particularly strict about?

S: They're not really too bad. Of course, there's no smoking anywhere in the school -- if you're in the halls without a slip during class, then you have after school study hall.

G: You have what?

S: After school study hall - detention. And, one thing they changed this year -- last year, if you got kicked out of class, you got two detentions, and as far as they're concerned, everytime you get kicked out, you get two detentions, and five demerits and you'd be suspended. But this year if you get kicked out of two classes, you get a demerit for every one class you get kicked out of. Two demerits you're on scholastic probation -- three demerits and you're suspended.

G: What kinds of things do you get kicked out of class for?

S: I got kicked out of two classes so far this year -- both for smoking and fooling around mostly, I guess. Last year I got kicked out of Algebra so many times. We had kind of an odd teacher, and he's not here this year. He only stayed one year. I don't know, just a whole bunch of guys in that one class and we all sat together cause he'd never move us. We'd go sit where we wanted to -- instead of telling us to be quiet or move us, he'd just kick us out.

G: When you got kicked out did you get sent down to the office?

S: Yeah.

G: What's next door?

S: English.

G: Nice class?

S: Yeah. That's health ed, right now, I think.

G: Is there much of a need for that kind of discipline in this school? I mean, are the kids, in general, well-behaved? Or they have to be kept in line?

S: Well, there's a few that are always breaking the rules, but generally, I think the school's pretty good. There's a bunch of good kids here.

G: What is the principal like?

S: Mr. B ? (laughs) What I have heard, I don't think he has too much power, this year or last year, or next year. The Vice Principal, Mr. Gengro, he's the only one that -- well, if you're absent, you bring a slip in and you have to go to him, you can't go to the principal. I heard the only power he has now is to suspend you from school. I don't know if it's true.

G: What's his name?

S: Gengro, Mr. Gengro. He's kind of strict, I mean, nobody likes him, he's always on your back about something. I think he enjoys it.

G: Some times people do. Who teaches here? I mean, mostly younger or older people or have they been here for a long time.

S: There's quite a few new ones -- not too old. There's chemistry -- the whole science part of the school is young and there's three or four that are quite old, I guess, but on the whole it's on the average of about 35.

G: How does it split between men and women?

S: Oh, let's see, I think there's more women than there are men.

G: Everything else being equal, would you have any preferences as to whether you'd rather be taught by a man teacher or a woman teacher?

S: I think I'd rather be taught by a man. I don't know -- women -- they know what they're doing, but, I don't know, I just don't take it in like I do with a man. Cause the classes I'm passing right now are all women teachers but ......

announcement over public address system

G: Is that you?

S: Yeah.

G: Rehearsal for graduation, or something?

S: Yeah, we have an assembly this morning.

G: What time does next period start?

S: Twenty minutes to eleven.

G: You have to be there?

S: Yeah.

G: Just tell me a little something about what your parents are like, just briefly.

S: My father's is 37, I guess, he's good natured, about 5' 10", he works in a textile mill. My mother's 34, she works at G , she's good natured, of course she has her spells when she's really ugly or ... that's only once in a while, mostly I have pretty good parents.

G: Do you go out much with girls?

S: Yeah.

G: Have you ever had a steady relationship with a girl?

S: Yeah, I'm going steady with one now.

G: How long has this been going on?

S: Well, I've been going out with her since last October.

G: Long time. What's she like?

S: She's cute, she's a freshman, she's fourteen, she's shorter than I am, good personality, she's fun to be with.

G: Is she quiet, or lively?

S: No, she plays basketball and she wants to go to Bishop Brady next year, cause they have a girl's football team.

G: (laughs)

S: In Concord, New Hampshire -- she plays baseball and softball. She goes out for sports, she just barely took a pool championship-at Franklin Tilton -- she won it.

G: Lots of times people say,you know, they talk about girls like they're a different species-- women are this, and girls are that ... What do you think about that?

S: I think they're the same, I mean, a woman had to be a girl once so -- and someday a girl's going to be a woman so ... there's not much difference.

G: Well, I was asking whether you thought women were different than men?

S: I mean, it's evident they have certain things that men don't have.

G: I don't mean physically. (laughs)

S: Well, I don't know, there's not any difference in them.

G: Well, most people say women are more emotional than men.

S: Oh, yeah, they are more emotional and more likely to get upset over things that wouldn't even bother a man.

G: Do you think that makes them a little tougher to get along with?

S: No, I don't think so. I get along with most of the girls I know.

G: Another thing that you hear quite often people are talking about how different kids are today, you know, adults say when I was young... Think there's anything to that?

S: I think the kids are more lively today than they were before.

G: More lively?

S: More lively, yes. Of course, the records that have come out -- I know most of the adults don't care for those, they like the fox trot and dances like that. I think they're more lively.

G: Do you like rock and roll?

S: Uh, huh.

G: Who are your favorites?

S: Herman's Hermits and the Rolling Stones.

G: Ever listen to any of Bobby Dillon's music?

S: Yeah and the Beach Boys, too.

G: What do you think about the way some of these guys dress?

S: I don't go for that. I got a crew cut but there's two kids in this school that have their hair down -- way down their neck. I don't see that -- if they want to have their hair long,that's their business. Like one of them here, he's way out of ... even the kids don't like him anymore. All the kids used to envy him cause his parents let him let it grow like that but now the kids don't even like it. It's real long, way down along his ears, it looks dirty ...

G: Are there any way out girls in this school?

S: No.

G: How do you figure you compare to most of the students around here? Are you pretty much like them or are you different , a little different?

S: No, I think we're just about the same. There's not too many different ones. Most of them enjoy the same things, do the same things.

G: What do you think your chances are of making it in this world?

S: I don't know. It's just something that I just have to wait and see, I guess.

G: Let me ask another question. Let's say things go well for you, what do you see for yourself, say for ten years from now, what do you think your life will be like if everything kind of went okay?

S: Oh, I don't know. In another ten years, if everything goes well, I think I'd like to be a teacher -- a music teacher and have a wife and children. I think I'd do pretty good if everything goes well.

G: Do you have any idea where you would like to live?

S: I want to live out in the country somewhere -- this city stuff's for the birds .

G: Have you ever spent any time in the city?

S: Yeah.

G: What city?

S: I have been down to Boston quite a few times. I've been down to Hartford, Connecticut.

G: Don't like it?

S: No.

G: What don't you like about it?

S: I don't know, it's too busy, everybody's running around pushing each other. You see factories, the air, I just like the country,it's not crowded and ...

G: This is really beautiful country out here.

S: Yeah, it is.

G: I didn't realize when I was driving through Lacountia ... I didn't realize until I had gotten there ... that was the motor cycle thing last year.

S: The riot.

G: Was that over the Declaration Day weekend?

S: I don't know when that was. I thought it was over Memorial Day , I'm not sure.

G: I guess they're not having it this year. I haven't seen any signs or anything like that.

S: I don't know, there were no signs, I mean the police were ready for it, I guess they kind of knew that things were stirring up there.

G: There were no signs for the rally this year, I know they had it here a couple of times in a row.

S: Yeah, they have motorcycle races every year. They weren't supposed to have them last year. Last year was the first year they weren't going to have them. I think that's one of the reasons the riot started. All these guys travel all that way just to find that there wasn't going to be one . They were kind of sore so...

G: Did you go down there at all?

S: Not during the riot, no. I go up there a lot.

G: I mean were you down there when the motorcycle people were around?

S: No. I was up there the day after the riot. There was nobody there. They were in jail or gone.

G: Did you ever see a motorcycle race?

S: I've seen them on T.V.

G: Do you do any reading outside of school?

S: Not too much, no.

G: What kind of things do you do for entertainment? Besides playing?

S: Would you repeat that question?

G: I said what do you do for entertainment besides playing your instruments?

S: I bowl, play basketball and football and play pinball machines. And I just go out and have a good time. Horseback riding, swimming, I love to ski.

G: What's the nearest ski area?

S: There's one in Franklin right across the lake.

G: If you were describing yourself to somebody, how would you describe yourself?

S: Oh, I don't know.

G: Say you had a pen pal and you wanted to give him some idea of what you are like, aside from telling him the things that you do, how would you describe yourself as a person?

S: I'd tell him of my features, how tall I am, something of that nature. Tell him my favorite hobbies and I guess that's about it, I guess.

G: What about your personality?

S: I,myself, think that I've got a pretty good one. I get along with most of the kids in the school.

G: If you could change yourself in any way, do you think you would change yourself?

S: Yup.

S: Make myself a little taller and put on a little weight, I guess.

G: And what?

S: Put on a little weight.

G: How about in terms of personality?

S: No, I don't think I would change myself, I think I'm alright as I am.

G: If you had any problems or any difficulties, and you wanted to talk to somebody about them, who do you think that you would likely to talk to?

S: The priest.

G: If you were going to talk to your parents, which one would you probably talk to ?

S: As it is now, I'd be talking to my mother. I'd rather be going to my father, I think.

G: Do you go to church regularly?

S: Yeah, I'm catholic.

G: What kind of background are your parents from? What country?

S: They're both from America as far as I know.

G: And what about your grandparents?

S: My grandparents on my father's side are French and they speak French all the time. My grandmother does -- my grandfather's Yankee. And, I guess that makes him part French and my mother's part French.

G: Actually there are quite a number of people with French background around here. Do you have any idea how they first came to this area? Why they first came to this area?

G: What time does that assembly start?

S: Twenty of.

G: Do they announce it?

S: Yeah, the bell will ring.

G: What is the program for today?

S: I don't know -- it's an assembly on Memorial Day.

G: Are you going to play?

S: Yeah. You can come in and watch it -- it's right in the gym over there.

G: Wish I could but I have to talk to a few of the other people. Have you ever been to the airport in Laconia? What's the best way to get there?

S: Oh, I don't know -- go up into Laconia, take your left and to the right there's the crossroads, take your left down there ...

G: Is that right in town?

S: Yeah. No, wait a minute, the crossroads you go straight -- go right up through into Lakeport, take your left at Lakeport and that should bring you...

G: Lakeport is right past the crossroads?

S: Yeah. It's like a subsidy of Laconia.

G: I see where the airport is on the map, there's a little hotel, the road goes right up there.

G: What are you going to be doing this summer?

S: Working as far as I know.

G: Is that the same job you have now, will you be doing that full time?

S: Yeah, I'm putting in 25 hrs. a week now, it's only after school and on Saturdays and Sundays.

G: That must make it a little difficult to get your studying done.

S: No, see I don't work too much -- I mean, I always have some time off at night. Like last night I worked from 3 to 6 and I had the rest of the night off. The night before I worked 6 to 9 and I had 2 to 6 off, and I have 3 to 5 off and work 5 to 9 and Saturdays I work 8:30 to 1 and 2 to 9, Sundays 1 to 6. Memorial Day will be extra, that will be 7 hrs.

G: How long you had this job now?

S: Two weeks.

G: Did you do anything before that?

S: Oh, yeah, I've had part-time jobs. I worked up in Laconia last summer on the farm and this past Spring, I mean, past Fall, I worked for Blake's typewriter service on the street here.

G: What did you do there?

S: I stocked stuff and a general idea of what I'm doing now.

G: When you go to Boston and places like that, is that to visit relatives?

S: Yeah.

G: Have you gone to any of the museums in Boston or anything like that?

S: Uh, huh, our Biology and World History classes went down about a month ago, went down to H Museum and the Harvard Museum and the Hayden Planetarium.

G: Do you like that kind of thing?

S: Uh, huh. Yeah, I thought it was interesting. We went down in buses we went through one place and we went to the Planetarium,saw the show and then came out and ate on the bus. We went to the Harvard Museum of Science and then we left.

G: What's your favorite subject?

S: Lunch. (laughs)

G: (laughs)

S: Shop, I think.

G: What's your least favorite?

S: Geometry.

G: Having trouble with it?

S: Yeah, I'm flunking it.

G: That's the only subject your flunking? What happens if you flunk a course, do you have to take it over again?

S: It depends on what subject it is you flunk. If you flunk English, you have to take it over.

G: What about Geometry?

S: It's not required, so I won't have to take it over. I like shop and biology and World History and English. I'm not having any trouble with them, it's just that I could be doing a lot better than I am. Like I'm getting a B in shop and a C in English and D's in the other two. Band, Driver's Ed and Phys. Ed. are all B's.

G: Have you kept up at all on the situation in Vietnam?

S: Yeah, I read about it.

G: What do you think about it?

S: In my opinion, I think they ought to take all the soldiers out and bomb it. Take all the American citizens out and any of the South Vietnamese and just bomb it.

BELL RINGS

June 8, 1968.

Interview - William Taft High School, Bronx, New York

Miller - Gould

G: What I wanted to ask you first, Walter, was how you found out about the Yale Program?

M: Well, um, first, um, Miss Steinbaum called us down here and she told us about it -- me, Howard, and, you know, some other people. That's how I first found out...

G: What did she tell you about the program?

M: She said it was just some school and they pick...first they pick on, well, four people and they take a test, and then one person will be chosen to be sent to Yale Summer High School, and she gave us a pamphlet, and the pamphlet did most of the explaining.

(Pause)

G: Do you have any idea why you were one of the people who was selected?

M: We took some tests and she said, I think she said that the tests were, you know, the results will send us.

G: Why did you want the original... ?

M: It could be because I was doing well in school.

(Pause)

G: Are you doing as well in school as you can do; do you work it out so you can pass everything in school?

M: Yes, I think so.

G: Were you always a good student?

M: Yes.

G: What kind of plans do you have for when you graduate from high school?

M: Uh, finish high school...I'll go to some college, New York University... you know, some college and then I'll go up and be a scientist. I don't know which, you know, field yet. I like all sciences; I can't barely tell what I want to work at.

G: Did you go to Junior High School?

M: Yes.

G: So this is your first year at Taft.

M: No, second. I'm a Sophomore here.

G: I thought Junior High School was the 9th grade.

M: Yeah, they changed it. Um, umm, plans they stop it up to eighth grade, then in ninth grade you go into high school.

G: Oh, I see. What is it like going to school around here?

M: It's nice, to me; I like it. I joined the, umm, track team, you know, get out; it's really nice.

G: Is there anything about this place you don't like?

M: Nope, I can't think of anything.

G: Is this a strict school, or, are they pretty strict, or?

M: Yes.

G: What kind of things are they strict with?

M: Well, to tell you some things about lateness, you know, I mean you come in late, they send you up, I mean, you, umm, you don't talk, you know, you know (pause) they just strict, I mean it's just strict. And cutting, also, they suspend you just like that if you keep cutting.

G: Have you ever been in any difficulties here?

M: Well, one time in Gym they suspended me because they thought I didn't bring in my medical examinations, but they checked and found out and that was all cleared up.

100 G: Good. (long pause) Is your brother a student at school here?

M: Nope. He goes to Columbus High School. He's in Freshman year.

G: What decides whether you go to Columbus or go to Taft? Do you have a choice?

M: Well, no. He didn't. When I came in, there was a choice, but then, you know, that school was crowded so then they cut Taft off this end, so he couldn't pick Taft.

G: Uh-uh. And you're the oldest in the family, huh?

M: Yes.

G: What does your mother do? Does she work?

M: No.

G: She takes care of the family?

M: Yes.

G: How long have your parents been separated?

M: Ummm, ummmmm.......5, 6 years.

G: Do you ever see your father?

M: Sometimes.

G: Does he live in New York?

M: No...yeah, yeah, he lives I think in the Bronx somewhere.

G: What does he do, do you know?

M: No.

(Pause)

G: Do you work after school at all?

M: No.

G: Did you ever?

M: In the summer I used to work program.
I used to work in the summer as a counselor.

G: Where is 2815 8th Avenue, on what street is that, about?

M: 151st, 152nd Street, in between.

G: Are most of your friends students here, or are they neighborhood friends, or both?

M: Yeah, both.

G: In general, what would you say plans were for your friends when they graduate from high school?

M: Well, some of them want to go to college, and some of them I just don't know.

G: What do you think differentiates the people who want to go to college and people who don't, and how come that some people like yourself grow up and have interest enough to go to college and other people don't seem to? Do you have any idea?

M: Maybe some people just don't like school. You know, just the work.

kind of
G: Did you always/plan to go to college, even when you were younger?

M: Yeah.

G: What kind of a student is your brother, ?

M: He's..umm..he's..uh, how would you call it? Just a normal, you know, uh, 75...70 average student.

G: Are any of the other kids in the family promising students?

(Pause)

M: No. They're all about the same.

(Pause)

G: On your application, I noticed that you say you do some painting or drawing.

M: Yes, sometimes when there's nothing to do, I just sometimes draw, sketch, and...

G: How long have you been doing this?

M: All my life. You know. Sometimes in school I draw and the teacher and, you know, flake off.

G: And the chemistry lab they put in......

M: Yeah...

G: How long have you been fooling around with that?

M: Well, um, I bought a kit at Christmas, but for Chemistry, you know, I've been buying some chemicals, been experimenting for two or three years.

G: Have you any other hobbies or interests?

M: All sciences I find interesting and I have an aquarium at home, telescope, microscopes...

G:

M: Yes.

200 G: Do you go out with girls at all?

M: Sometimes, but not-not-not much. (stutters)

G: Don't want to, there isn't time...?

M: Ummmmm. I don't know. There are some...Usually...now, you know, how do I find time? With regents just coming up and everything, but before, well, I just stayed home--read books...

G: Did you ever go out with girls more than you do now? Like when you were younger, let's say?

M: Yeh..now..yeh, more than I did before..you know, more parties and things like that.

G: Did you ever go steady with a girl?

M: Like for a long time, just....?

G: (laughs) Even a short time?

M: Oh, yeah. Yeah.

G: Tell me a little something about your last girlfriend? Can you describe her to me?

M: Well,...ummmm. Her name is Carmen Silver and she's Spanish, and she's about my height. She's nice...a nice girl.

G: What kind of things do you like in girls?

M: I never thought about it very much.....just...(long pause). I like a girl, you know, who's a nice..no smoking, drinking, you know, like some of these girls do. Just a plain, ordinary girl that I respect.

G: A lot of people say that girls are very different than men are in many ways..intimate things, , you know, these things. Women are more emotional, women are this....think there is any difference to this, or do you think they're the same, or...?

M: I think there are some because, um, from common experience..like when something happens, like , and the girls get more emotional than the boys do. Umm. It just seems like that; I don't know why.

G: Do you think they're different any other way....I mean besides the physical?

M: Yeh. (laughs) No, I don't think so. Just more emotional than boys.. yes, that's all.

G: A lot of people also say that kids are very different today, they talk about the younger generation. Do you think there's anything to that?

M: Well, I don't know about a long time ago because I wasn't and you know I worked in a camp. I find that the kids are more bold; they just talk back, you know, and put themselves up with their elders.

G: Do you think there's very much difference between your generation and your parents'generation when they were younger? Do you think that teen-agers today are different than when our parents were teen-agers?

M: Well, the way my mother talks about things, you know, like when she was small nobody would talk back, you know, to their parents, or anything. It seems like there's some difference.

G: Do you think kids did talk back?

M: Yes, I do.

G: Is that a good thing or a bad thing?

M: I think it's bad because, umm, when the mother slaves, you know, really slaves at work, and stuff like that, and children just talk back, she just gets discouraged.

G: The kids seem to be very active today, you know, like they're demonstrating this, and that, and civil rights, Vietnam...do you think that's a good thing?

300 M: Well, about the Vietnam. I mean, sometimes I would think 'bout this. To me, I think most of them do it because they just don't want to go out there and get killed and fight. (stutters) I don't know.

G: You don't think they're doing it because they really believe that it's wrong over there?

M: Well, maybe some of them do; I'm sure some of them do, but I'm also sure that some of them out there do it just to demonstrate to stop the war so they can have peace.

G: Do you think it's a good thing or a bad thing that people demonstrate?

M: Well, that depends on, you know, a certain..factors. It's according to what they are demonstrating for. Like Vietnam - I don't know - my opinion is things like...it seems like they're out there because they want to contain Communism, to prevent them from spreading out slowly but surely, so I don't see why they demonstrate..because history proves that when, before, like..like, when we let Communism spread slowly they, you know, gained all these lands and just took over. So, I just don't know about those people.

G: And what about civil rights groups? I mean, I guess what I'm asking specifically is what do you think of their strategy that the civil rights groups employ to change things, you know, like demonstrations?

M: You mean like sit-ins, win-ins, walk-ins?

G: Yeah.

M: Uhhhhh. Sometimes (long pause). Like sometimes, for instance, when the World's Fair, you know, just opened up people demonstrated out there. Sometimes I don't think it's right, but sometimes (like when they go in front of the Capitol Building) then I take a different view. I don't know; it seems like they should do it when it won't cause as much..umm.. disruption to things like traffic, you know, go out in the middle of the streets, sit in front of a bus, you know, and things like that. I think it should be peaceful, just walking up in front of the Capitol with a , or something like that.

G: Did you ever belong to any civil rights demonstration?

M: Some....no. I don't know--would you consider, umm, a, umm, no, I don't think so. Yeah, not really.

G: What do you think of that--what Meredith did?

M: You mean that man who shot him?

G: No, no, no; the whole idea of walking across Mississippi as a way of changing things or showing people that... . I mean, was it a good thing to do, or a foolish thing to do?

M: Well, this is just a means of publicity, you know, to bring it out in the papers--we want our rights, and stuff like that--but besides that I just don't see the good in it. It's just as a means of publicity.

(long pause)

G: Do you see too much of a difference between the various civil rights groups?

M: No.

G: I guess what I was going to ask you -- do you think there is some better than others?

M: Well, umm, some...like in the Black Muslims; I think they want to appoint some kind of black America, secede from the Union, or some of this thing. That I just don't believe, you know, that's right. This should be one nation because if we just break off then the people never find a way to

M: (cont.) live peacefully. I mean if they just stay together, in time they'll find a way to live peacefully.

G: What do you think about the future of the civil rights movement in terms of what it can accomplish? Do you think things are going to change very slowly, very quickly, or things can get much better or not so much better?

M: I think they will change, but slowly, because things like down in the South the children are brought up to believe that, you know, Negroes are inferior, and things like that. So, slowly, when the older generation
400 dies out (and then slowly, you know) they will mix and they'll find out the truth.

G: Do you think it would matter to you much, personally, that you are a Negro as far as getting what you want out of this life, being successful?

M: It just matters as much to me...like a normal person...I mean, just... I just want to be, you know, successful. It doesn't matter to me what race I am; I just want to be, you know, successful.

G: Well, I know, I realize that you want to be, but I'm just wondering if you think that being a Negro will present any problems to you.

M: I'm sure that some way I'll find someone who's prejudiced, but I don't think it will matter. When it comes to the main goal, I'll probably..umm.. succeed somewhere.

G: Have you ever been down South?

M: I beg your pardon?

G: Have you ever been....?

M: down South? Oh, yes, but I've just been as far south as Carolina, and when I was down there around 5 years ago, I didn't find any, you know, prejudice. But down there it's just that Negro sections..so I couldn't find any, anyway.

G: I guess you have to look...

M: Yes, you have to go out.

G: What is your favorite subject in school? Science?

M: Yes, science and math.

G: And what's your least favorite?

M: Ummmm..English. It's not exciting enough. It's just all books.

G: Do you do any reading outside of school?

M: Yeah, I enjoy spy books and science books, fiction, James Bond, you know, Napoleon Solo, and things like that.

G: Do you ever read any novels, any biography, or any of that kind of stuff?

M: Yes, sometimes I read biographies of scientists; Einstein, Kepler.

G: Do you read any newspapers or magazines?

M: No, sometimes....Yeah, I read newspapers most of the time and sometimes I go to the library and get some science magazines.

(pause)

G: What newspapers do you read?

M: Daily News.

G: What kind of magazines? Do you read any magazines regular?

M: Yes. Life, mostly.

G: What kinds of things do you typically do, I mean, like after school. What's a typical day like for you?

M: Well, a typical day--first, when school is over, there'd be track practice. After that, it will be around five o'clock. Sometimes 4 or 5. Then I go home and I start my homework and watch T.V. or read.

G: What about week-ends?

M: Well, week-ends--On Saturday, there's always a track meet somewhere. After that, I come home and read most of the time or there might be a party that night, or watch T.V.

G: What do you do on the track? Are you a runner?

M: Yes. I'm a quarter miler and sometimes I'm on the 220.

(long pause)

G: How long have you been on the track team? Is this your first year?

M: Uhhh. Yes, this is my first year.

(pause)

G: How did you get the job at the   Camp last summer?

M: Well, first, there was this trailer and you went in and signed up, you know, your name, address, parentage, et cetera. And then they sent you this slip telling you to come there and then I came there and they told you about things, you know medical examination, and then for a week, shots; you know, things like that. Varied, I got the job.

G: Did you enjoy it?

M: Yes, it was fun.

G: Do you like working with kids?

500 M: Yeah. You see, my....I'm just ummmm...used to it, you know--all the children at home. So, they don't seem to bother me like they do my friends.

G: How old were the children that you worked with?

M: They were,umm, 6-year olds and 7-year olds.

G: Boys .. or boys and.....?

M: Boys and girls.

G: Boys and girls?

M: Yeh.

G: How do you get along with your younger brother?

M: We get along all right. Some...we don't fight now.

(long pause)

G: I notice that you said that last time you became interested in meteorology.

M: Oh, yeah.

G: How did you get interested in that?

M: Well, umm, uhh,...it was, you know, uhh, now, I'll tell you. Now I take Earth Science and a topic of that is meteorology, so I went home and built some of these things--me and my brother built some, and we tried them out. It was, uhh, it was fun.

(long pause)

G: How would you describe your mother? What kind of person is she?

M: (pause) She's....(pause), ummm, she has a lot of patience, you know, a lot of patience. She's nice...I can't find any words, really.

G: Is she pretty easy-going, or happy, or get moody fast?

M: No. Uh-uh. She's, you know, always happy, joking around.

G: Do you have any big disagreements with her about anything?

M: (pause) No.

G: How do _you_ feel most of the time?

M: (pause) I feel all right, you know; happy, normal, I guess--I don't know.

G: Do you ever get upset or depressed about anything (pause) frightened..?

M: No, I don't get frightened by anything......depressed...

G: Depressed, annoyed, upset...?

M: (laughs) Sometimes I get annoyed at my brothers and sisters, you know, but that's about all.

G: What kind of things do they do that annoy you?

M: When they fight all the time and I tell them to stop, or when they mess up the floors or the walls...things like that.

G: How about depressed; do you ever get depressed?

M: You mean...just...feeling...

G: Feeling down...

M: Feeling down (long pause)...no, I don't think so. There's probably some time, but I just can't think of it right off.

(long pause)

G: What do you think you'll get out of coming up to Yale for the summer?

M: Ummmm. It ought to be a good experience, you know; it's supposed to be like college...campus and everything, so it'll be a good experience for college. It's supposed to be hard work, so that also sounds like it's preparing me for college.

G: You've never been to the before?

M: No.

G: Have you ever been outside New York City besides down South?

M: Well, umm, in the seventh grade, no, in the eighth grade, they took us to Washington, D.C. and to, umm, I think they took us to Stratford, Connecticut, to see the Shakespearean Festival, yeah.

G: That's not too far from New Haven.

M: I just remembered that.

G: Do you have any heroes or idols that you'd like to be like, or admire particularly?

M: Well, I used to admire Einstein. I guess I still do. Einstein and just all great scientists--I usually admire them. I don't know, but, no...I don't think (laughs) I would admire James Bond as much as...I don't think so, I'm not sure.

G: Uh-uh. Do you have any favorite programs on television?

M: Well, umm..I Spy-I enjoy that, and The Man From UNCLE, I always watch that. And The Avengers (it's a spy, also); I watch that. Lost in Space--sometimes I watch that. That's about all, favorite. 600

G: I have to turn this over and use the other side of the tape.

Side 2 of Tape

55 G: What do you think your chances are of making it in this world?

M: Successful, you mean? I think that, umm, now, because scientists now a lot, research, et cetera. I'll probably make out all right.

G: Do you think there's anything that might stand in the way between you and success?

M: No, well, all I have to do is work at it and I'll make it.

G: If everything goes well for you, what do you see your life as being like, let's say 10 years from now?

100 M: Ten years from now. If everything works out, I'll probably be with some laboratory mixing chemicals, everything.

G: How about other things, like being married....?

M: Married? Let's see, by then, 10 years, I'll be 26. I don't think I'll be married by then. I'll probably get married when I'm in a secure position, you know, make sure of everything. Then I'll probably get married.

G: Do you think you would like raising children?

M: Crazy children? You mean, wild, just going around....?

G: No, what do you think I said? I'm sorry.

M: Crazy children?

G: No, no, no, no, no, no.

M: Lazy children?

G: No, no, no, no.

(both laugh)

G: Raising..

M: Oh, raising children!

(both laugh again)

M: Well, it would seem just normal to me. Just like at home now.

G: Have you had much responsibility in taking care of your little brothers and sisters?

M: Yes. Umm, sometimes my mother, umm, visits some friends a long time, or goes upstairs and plays some card games (pokino, whatever) and I take care of them. Or at night, you know, ...

(long pause)

G: How would you describe yourself as a person?

M: (pause) Ummm. (sighs) You see, I try to know myself, independent. And as far as my friends, I would say that....if I was my friend, I would say that I acted sometimes..... (laughs)...

G: Are there any things about yourself that you don't like?

(long pause)

M: No, not right off hand; I couldn't say...

G: If somebody gave you the whole summer off, and was willing to foot the bill, and you could do anything you wanted to do, what do you think you might like to do for the summer...besides going to school, that is?

M: Umm, I could spend the whole summer with all expenses paid--I'd probably go around the world. I'd probably go to these countries like Soviet Union, M: (cont.) France, because I take French and I'd like to try it out; things like that. You know, just to...(long pause)...then I'd go to Cape Kennedy and science laboratories; famous, you know, buildings...(long pause)

G: Have you ever been to the Museum of Science and Technology in New York?

M: No. Mostly I've been to Heyden Planetarium to see their shows and the Museum of Natural History.

G: Have you been to the Bronx Zoo?

M: Yes.

G: Do you leave the neighborhood much on weekends, or do you spend most of your time around the neighborhood?

M: I spend most of my time around the neighborhood, except for Saturdays where usually there are track meets so I come up around the school, or go somewhere, some track field...

G: Where do you live?

M: Projects all around, except on one side tenement houses and it's a park across the street.

G: Do you live in the project?

M: Yes.

G: How is it to live in your neighborhood? I mean, is it reasonably comfortable to live there, or uncomfortable? Pleasant, unpleasant?

M: Reasonably comfortable, you know.

G: Not too much trouble?

M: No, there's not too much trouble. It's high up, you know, nice view.

G: How long have you lived in the project?

M: Umm, I moved in December; I moved to this high project, you know, new. I lived in this old one that was around four stories high. And I moved and I'm on the 11th floor.

G: We have a couple of minutes left, so if there are any questions you'd like to ask me.....I'll try to answer them for you.

M: About Yale, you know.......

End of Interview

August 8, 1966.

Interview: Larry Gould and Lindzey Beaman (1st year student)

(interference for the first few minutes - very unclear)

G: One of the things we're curious about is how the program measures
up to your expectations.

B: Well, I had the advantage of a first-year student who returned to
our school, and I sat down with him (I didn't know him very well--
for about a year, I suppose), and I sat down with him and talked
all about it. He gave me a pretty accurate descriptions of the
kinds of things that happen in school, and I could only speculate,
you know,
but being able to talk to him helped
some of the fears that I had had, you know, like some of the smartest
guys in the world were going to be up here...

G: But in general, some high schools are pretty much the way you
expected them to be...

(microphone is turned off for a minute, unclear for a few minutes
more)

G: What were your grades like in school?

B: I've been making straight A's for the last 3 years.

G: Were the other boys who were originally nominated for the program
also doing well?

B: There were 5 of us altogether, and the other one, one of my best
friends--he'd been making just about the same grades I had. And
the other three were like you describe in the pamphlets--they had
high potential (like this program calls for); you could tell by...
I was friendly with them, too, but they just had not been making
it working. I don't know if they didn't care or they weren't
motivated or what word you would use, but they seemed like the
likely candidates for this school. I was very surprised that they
weren't picked.

G: After getting up here, did you believe that there were 2 distinct
groups--people like yourself (unclear)

B: That's what I could tell after a little while; I couldn't tell
until after I had talked with a few people and they mentioned that,
well, they asked me if I had flunked any subjects at home and is

B: (cont.) that why they had brought me here? Just picking it up
100 haphazardly, I could see that some of the boys hadn't been working
in school, and some of them had.

G: Do you think that as the summer progressed, it became fairly clear who the people were who were doing well in school versus the people who were doing not so well?

B: No. I think they fused together quite well; that's part of the school advantage that no matter what it was like back home, for the most part the boys who hadn't been working and the boys who had been working back home fairly hard were both devoting quite a lot of time to their studies. Boys who had never worked before were doing this. I thought this was great.

G: Do you think that the student body here is fairly bright; is there a lot of potential in the group?

B: Yessir, I do.

G: Which seminar did you have?

B: I had the Philosophy seminar with John Gersch. The course met twice a week. We read the books and our discussions were supposed to be based on theories in the book, but sometimes we'd break down to a big bull session and stuff like this you can't have back home because there aren't enough students to pick out, you know. As friends you can have a bull session with 8 or 9 guys. And this was really enjoyable; sitting down and maybe not even subject to philosophy most of the time; you could relate it to philosophy, but it was really swell--sitting there and talking things over, discussing things.

G: How many were in the seminar?

B: Oh, I'd say 7, 8, 9; I'm not quite sure.

G: What philosophies did you read?

B: Oh, boy! Berkeley, about, let me think; I can't remember all the authors, but we did books on ethics science fiction, which surprised me, but it was a situation in a science fiction book that..for political philosophy in setting up a government.

G: What was that?

B: West of the Sun. And I thought it was going to be some sort of corny, junky science fiction, but it was pretty good.

G: Who was your tutor?

B: Jim Peters. Quite a character around the campus, the quadrangle.

G: In what way?

B: I don't know; they called him His Coolness, you know, like His Majesty. And he was; he took the part right, very well. At the talent show (were you there?)

G: No.

B: Well, they brought him up from the audience and he whipped out his harmonica and moaned and wailed over the thing; everybody clapped right along and had a real great time singing.

G: How did you get along with him?

B: We got along swell. I haven't seen him a whole lot, you know, I mean he didn't devote a whole lot of time to me -- I didn't have any problems that really needed tutoring. We got to know each other pretty well.

G: Would you rather that he had spent more time with you?

B: Not with me, but some of the boys seemed disappointed that he wasn't around enough times to help them. But still he performed his job, I suppose, with what was expected of him.

G: Were there any other tutors here that you particularly liked?

B: Rich Humens ; got to know him through one of my friends; I used to go over and visit him. He seemed like a real swell fellow; he really helped the boys and his personality grooved in with everybody -- he was a lot of fun, besides going beyond what was expected.

G: Were there any tutors that you didn't like?

B: That I didn't like? No, there weren't really any -- they were really all pretty nice guys.

G: Just in terms of the scuttlebutt around here, were there any
200 really disliked tutors that people generally felt the same about?

B: I've never heard any complaints. I can speak freely?

G: Yes, do.

B: Guys make fun of such tutors like Eric Wright. I think they wanted to write a satire on him, making games out of everybody, or a game out of anything. You know, if you want to play a game like this--he plays a mandolin on the bus, but he wouldn't let anybody play the radio. I mean, this didn't make the guys mad; they'd just make fun of him. We'd have, you know; we'd roll around laughing, making smart remarks about the things he did. But, you know, he wasn't making anybody dislike him or anything; he wasn't that bad.

G: Did you know Darrell at all?

B: Darrell Dinsmore? Yes. Was he sent home? Just for general purposes, or one big thing?

G: Well, I'm still not quite clear. I don't know. I guess it was recently common knowledge that a lot of the things that he was doing were apparently...a lot of people got mad at him.

B: I don't see where he did anything except that his personality just created a little friction with everybody. I suppose if they did get rid of him it was for the best of the Summer High School because everybody else gets along. I don't think...well, I don't really know the facts. I don't think he instigated any kind of riot; I don't think it really was a riot as such for making and creating such a furor around here -- at least the students didn't think so. I felt it was sort of silly that they should have to call emergency meeting of the student council and sit up and have talks way up into the middle of the night throughout the dormitories.

G: Nobody took it seriously?

B: Well, some of the returnees did. They thought it was their fault because they were so easy and running around so far this year, but I didn't think so. You get a bunch of boys together

B: (cont.) and they're all, they're kept in on the campus (we can talk about that later -- being kept on campus all the time and not much activities); they're just going to have to bust out and have a little fun -- that's what they were having.

G: Do you think people should be allowed to spend more time off campus?

B: Well, it would probably detract from the learning situation. I think on weekends we should have more time, really. They ought to be able to trust us off campus; I mean, like we're not going to throw a rock through a window or make a riot off campus. It helps -- the activities got sort of dry; you got so tired of looking at the schedule to see what you're going to do next on the weekend. Then we had a Sunday afternoon sometimes and there was a lot of homework, even on the weekends. And you had classes on Saturday morning. (Oh, I forgot to mention that on the test we took today.) The classes on Saturday morning aren't always so pleasant.

G: Because it's Saturday?

B: Because it's Saturday (both laugh). But maybe I guess it's necessary for the 7-weeks; we have to get in all the work we can. (pause) I heard that they could, or they were considering, making this program around for the whole year, like a regular high school. I think that would be swell, but they'd have to make it co-ed then. As I said on my, the test we took today, that 7 weeks, if you made this co-ed, I think it would detract from the learning situation, that the boys couldn't speak freely in class and they'd be inhibited, you know, and if we kept on the quadrangle you'd have to have a patrol at midnight, you know, and make sure no boy would be crossing ground. But if you had it for the whole year, you know, with 40 girls at College, a zillion miles away, the boys would go buggy if you didn't have it co-educational.

G: Do you think people suffered a great deal for the 7 weeks because it wasn't?

B: I think it was very...because it wasn't co-educational? Not so much because it wasn't co-educational, but because there were not enough girls available. And this is very important! I mean, you'd think we were a bunch of wild boys, fiends, or something... but it helps! To have girls around! (laughs)

G: I don't have to be convinced; I completely agree. I guess what I'm interested in is to what extent do you think a lot of people here were upset by not having girls around?

B: Well, it caused just a general quiet uproar. We talked about it some, you know, like we're going, we're getting horny, and can hardly wait to get home and see all the girls again. I think the last week sort
300 of goes to pot because, you know, everybody's getting anxious. This is the culmination of this situation without girls. But we had plenty of recreation, though, stuff that's supposed to keep us occupied -- plays, and everything. But I believe after this whole summer I'm going to be glad for at least 2 weeks before school starts for a change of pace, because, I'm not really bored, but I'm tired of learning. I'm weary.

G: Is there any way in which you think the program could be changed to make it more effective?

B: (pause) Well, not that I can think of right now. When you come to a situation, as I'm sure most of the boys did come from, this is a great improvement. And when you're looking at an improvement like this you're constantly thinking, you know, contrasting your old school and this one. And there's not much you can think of that's new because this whole thing has sort of overwhelmed me; I think it's really a great situation.

G: Much better than your school?

B: It's really going to be tough to go back to the things that are back in Independence . Here I thought that everything's flowing with you; you're on the river and you're going down -- the tutors, the situation, everything's going with you -- where back home you're expected to get an education and they hang on to these ridiculous restrictions, you know, you're not supposed to wear a certain color clothes to school, or cut your hair, or don't think this and do that. And it's what I, you know, it's like saying do this difficult trick (getting an education, which takes, you know, 12 years of your life) and you're out of the deficit then; you're starting from scratch. And while you're doing this, youhave to do all this other ridiculous stuff, and it really is a pull-down. There's lots of difference here.

G: What kind of ridiculous stuff?

B: Well, as I said, administrative restrictions back home. The principal -- you have to have 10 concrete reasons to do anything. And then he'll consider it. If you want to have a school activity, if you want to make money, you think you're going to go in there, you know, if you get an office or even if you're a leading student, and you go in there and you're really going to improve the school... and you say, well, we can make money... and we can adopt a kid in Korea, you know, if we had this thing...he says "NO" and that's it. No more argument,or else you're out of school or whatever and you've got a bad record and the teacher can murder you for the rest of your life just by putting something on a yellow card, and that's really true. It's literally true...that you have to practically be obsequious when you're talking, when you're writing, you have to please them. It's just all this stuff you have to go through, besides getting an education, and if you do something wrong you're flat! I mean, they knock you over. It's consoling to have a few good teachers, and there are in every school. I know there are in mine. And you're lucky when you get them and it makes you feel like learning again; it's like this whole situation here. And that's what more or less keeps you going -- if you like the teachers and they encourage you.

G: What ~~Y~~ do you think you've gotten out of being here this summer?

B: Well, not so much academic because of the...I'm not trying to be conceited or anything...but the attitudes toward education that they're trying to give here I was lucky enough to build out on my own. I like to learn. And I didn't let it bother me so much. I think it's part of the message you're trying to get through here, that if teachers were bad and crummy on their own that you can go on on your own and learn and do the stuff to please him and go on to do the extra. So, it's not so much academic but it was just the association with all these boys and new ideas that I'd never even considered or conceived or never even thought of before. I was very, I guess you'd say ignorant and naive XXX in a whole lot of respects, especially with people before I came here. This has done me a world of good, just being away from the folks for a whole summer without their influences.

G: Can you give me some examples?

B: Oh, well, of course part of the way of growing up as a teenager is the lectures from the folks. And you always have lectures. You know, you're going to get sick of them but the folks are trying to prepare you for life, I suppose, because that's what

B: (cont.) they think their job is as parents. So you have these lectures...I was always told to be, you know, really really careful; don't trust anybody. You know, not so harsh and negative, but that's the bulk of the message. And I wanted to trust people; I wanted to like people; I wanted, you know, to be able to meet somebody in any situation and not, you know, have to stand back and size him up and then walk around the back, and have to sneak in to know the guy, and get to know him. I want to be able to be open and have human beings likeable. And it was always...it was very tough to be able to do this back home because you had this mess in your school where the kids didn't 400 like to, and it seems like most of them were hoods besides your own close friends. They'd just as soon pick a fight with you or go out and get smashed (laughs) as look at you. But here it is really swell; you looked around after you got to know the boys and they were very fast to get to know each other. You didn't have to be cautious, and you can trust them.

G: (pause) Do you have any notion as to why your parents have that kind of attitude?

B: Oh, my parents? They're...I'm the last one in the family, and we've got three kids including me. My older brother is about 29 now and my sister is 20 and needless to say my folks are older, both in around 50, I guess. And that's older for me, anyway. And this no doubt puts a lot of experience in their head, and stuff like that, but they have, I don't know, old ideas. Not old ideas, but they have their set notions of whenever they created their impressions. And they've passed them on to me. And, of course, they think they're right. And they are to a certain extent.

G: What does your older brother do?

B: Right now? Well, he just got out of 6 years of the Air Force, and he was working for this one company in Missouri, but now, just now, there was big news in a letter I just got about a week ago -- he's working for TWA as a pilot. He flew a B-52 in the Air Force, so it's not much of a change-over to fly a 707, or whatever he's flying.

G: Did he go to college?

B: Yeah, for a couple of years. I think the military helped him. And it was an unfortunate situation. You don't want to make excuses but the counselor (she's still at the [redacted] school) that

B: (cont.) my brother had (and I'm don't have her and I'm glad) didn't help my brother at all.

G: Didn't help him with what?

B: Help him, you know, encourage him for college or give him forms or anything. But as soon as he got into the Air Force he scored very high. You know, you have to 95% of all your tests or you wash out in pilot training. And he could have gone to the Air Force Academy and I think he chose not to because he was engaged or he wanted just to go on and fly and get out. But because of promotions he stayed on for 6 years.

G: How about your sister?

B: She's in college. She's at K.U. She has, I think, yeah, a double major of Physical Education and Biological Sciences. And she's doing quite well; I'm not sure of the school system in college XXXXXXX boards, but she gets 8 grades and I think she had... I mean 11 grades, and she had 8 A's and 3 B's. And I'm proud of her but I'm not going to tell her, you know (both laugh).

G: Do you have any idea of what you want to study in college?

B: I have some ideas. Of course, they might change but I've been XXXXXX taking, since 8th grade and this is my Sophomore seminar (I'll be a Junior next year), 3 years of Russian. And they're going to go ahead and offer it if there's enough people left in the class -- so I'll have 5 years by the time I graduate. And this interests me very much, foreign languages and communication in general, with people not of your own tongue. So I might go ahead and just get a major in Slavic languages or just try to be a linguist or, you know, have a double major of language or journalism and be a foreign correspondent -- something to use the language 'cause I like to pick up language (I have a natural...)

G: Did being up here introduce you to any other possibilities?

B: Yessir, it did. Computer Science. They put me...I either had a choice of taking modern geometry or something like that and computer science. And I'm glad I got into computer science. And it was a very interesting course. With a 7-weeks' course it was very limited, but I got a lot of basics in one aspect of programming; that's what they taught us -- how to program computers in a certain arithmetic language, they call it.

G: Which language did you use?

B: NAD. Are you familiar with it? And they taught us a little bit about the and .But we used NAD for all our programs. And it was really fun sitting there and figuring out something. I'm not any math fiend by any means, but computer science was something different. I like that; it's a XXXXXXX variety.

G: Have your attitudes about anything at all changed? Because you were here?

B: XXX Other than my outlook toward people -- academically? not really, except that I might not be as tolerant as I was when I go back. It's going to be hard to adjust and I might make trouble. (laughs) ...I might get kicked out of school because of some of the stuff I think now! If a teacher is bad -- I might not, you know....my grades just might go down when I get back home, and it's going to be hard to explain to my folks and my friends. You know, what did XXX they do to you up there?! And they might think it's bad, or anything. But I don't know if I'll be able to restrain myself if I don't think a teacher is good or...I'm not going to go out and attack them, but if they do something really extremely ridiculous (which XX happens pretty often), I don't know if I'll be able to restrain myself -- I really don't.
500 To be able to adjust back to the situation....

G: What about things like, say, political ideas and attitudes?

B: There was something that I'm glad we had the tutors. They exposed me to new ideas. I suppose there's a certain amount of propaganda in regular school. You know, they teach you democracy is way up there and they don't...they try not to say when you study communism, but it always comes out that communism is, you know, way down there. And in talking with some tutors, especially my own, I found out, you know, the American system isn't just, you know, really great...not that communism was any better or anything, but they introduced me to the idea that, you know, there wasn't complete freedom in the United States, that...it, you know, I can see it through their eyes 'cause Vietnam and the draft is very prominent up here. You know, back home I thought there was just a bunch of bewhiskered fellows running around; they were cowards, they didn't want to go back. But here they are spending 3 or 4 years, and they're in their 3rd year of education, and it's chopped off until they go over there to fight in Vietnam.

B: (cont.) And you see why we're in Vietnam, too; you get a new view of why we're there, and many times it turns out that you make the observation that it doesn't seem fair that we are there. And, you XXXXX know, that's an issue today. But it helps me that I'm not back home in my little shell without any outside influences. And here you are, either exposed or your ideas are attacked. And I wasn't real concrete on my ideas so I wasn't attacked, so I just gained some new information.

G: (pause) Do you think there's any propaganda around here?

B: Besides education-wise, no. (laughs) Mr. Fleischman is (I got to know him pretty well) real swell.

G: Why do you think that?

B: Oh, he's a great man, I think. He must be known all over the country; he talks about, you know, when he came to Independence, Missouri when I told him I come from Independence, Missouri. He said he came there and had a little conference with Harry Truman once. And he was special assistant to the governor of North Carolina. And he's well-known in Washington or something like that. You know, it's just amazing that this man -- I don't know when he sleeps or eats or anything (both laugh).

G: We wonder about that, too.

B: And besides this, you know, I'm glad he's on our side! I'd hate for him to be -- you know, all this enthusiasm and energy -- I'd hate it to be for criminal, or something like that. (G Laughs). And it's great that he -- he seems like his job is sort of a sideline, his little contribution to XXXXXXXX society. But I'm glad he's devoting this to education because it's really good. And I think this program is really efficient; it's amazed me that there's such a great lack of bog-downs. And I haven't found any serious ones so far; not that I've been really looking seriously, but I should think they'd come up, you know, in the course of a day if there were any. The situation is really planned out here, and this is the richest program I've ever seen in my life! You know, where's the money coming from? We've almost used XXXXXXXXXXXXXX $1,500 bucks so far now in computer science, just for paying for the use of the computer time.

G: (pause) Is your high school integrated?

B: Uhh, we have Negro teachers. Well, we have one Negro teacher. We have no Negroes living in the area of our school ~~poll~~XX~~poll~~XXX poll. I think we have...we have a big building that's built up for -- oh, what do they call it? -- it's for job training. It's for skills, you know, auto mechanics and stuff like that instead of academic jobs. And these last about 3 hours a day. I believe there's one or two Negroes students over there, you know, for advanced drafting or something like that. But it would be integrated if there were any living in the area.

G: Did you ever have any contact at all with Negro boys before you came here?

B: Yes, I did; not real intimately, I don't suppose. I got to be, you know, fairly friendly with this one boy for an educational TV show that I was asked to be on. We were talking, you know, we were trying to talk and keep it in the light to encourage students to stay in school. This one social studies teacher that I knew, since I knew him he went to the...after I knew him, got to know him, he went to the television station. And I came there and there were 2 Negro students besides myself and this girl from my school and this boy -- his name is Roger Weaver -- and I met him at Kansas City and we got to know each other fairly well. He warmed up after a little while, and then we talked a little bit and we spent a few hours together working on the show; and, lo and behold, I came up here and who'd I see in the cafeteria but Roger Weaver! And it was really swell.

G: Do you have any particular attitudes about Negroes, feelings about Negroes?

B: Not at all, except that I had scorn for people who were prejudiced. My parents were very moral; I mean, they didn't touch on this issue, but it just sort of came along with the training. They gave me an incredible amount of training! They really saturated me; they got me when I was young and these are just set ideas I have. But, no, I had no ideas of prejudice or anything like that.

G: What do you think is the general situation around here with regard to that?

B: To race?

G: Yeah.

B: It's a big joke. All the kids came up here and I believe that as
soon as they came up here (with the exception of a few people who
have problems)-- I call them jerks (laughs) -- (maybe I shouldn't
because maybe they can't help it) they leave all their inhibitions
behind...all their parents' prejudices. And they'll fun around
about it -- they'll make jokes about it and...well, I think this
"riot" was supposed to be racially-based -- I think the XXXkids
600 were making a satire out of that, too. They'd say, "OK, who
are we going to get next?!" "The Indian!" "Get him and pull
him apart" and then "OK, Negroes next!" You know, so we
grabbed Woody George, you know, the big 6'4" guy and cornered
him. And then it was cowboys and then it's the South versus the
North, and everything like that. So we make fun of it; but it's
not serious at all.

G: In general, you'd say there are no serious prejudices here?

B: No. There are no bad feelings whatsoever; maybe personal between 2 people, but that could be a personality conflict.

G: Do you think things have changed at all over the course of the summer, or has it been pretty uniform?

B: In what respect do you mean?

G: Well, in terms of general feelings about this place; enjoy it, not enjoy it so much.

B: For me, personally?

G: Yeah.

B: I came here and, you know, I was really excited. You know, I thought this was going to be really something -- Yale --. And not that it wasn't or anything, but it just XXXXXXX boiled down to day-to-day working; it wasn't XXXXXXXXX drudgery or boredom by any means, but I just realized that this was a high school. Just the same as I had back home, only greatly improved. And I can't see, and I couldn't see, and I still can't see why the high school back home can't be like this one. And it just seems a great shame; and that's what it boiled down to, from the excitement to the realization of what this is.

G: Would you consider coming back next summer if you had the opportunity?

B: Well, I'll probably send in an application, but I've got a couple of things going for me. I have to...I haven't had a job, a summer job yet; you know, by the time you're 16 or 15 you usually have one, you know, to get some money. But the only thing I have is, you know, a few dollars made from mowing lawns and odd-jobs and stuff like that. And besides that, next year I might have a pretty good chance...my Russian teacher back home knows this professor...they have a language course that alternates back from K.U. to Colorado University; I think it's based in Denver...and that's where I was going to go this summer but I decided not to because there wasn't...you know, we couldn't get hold of the director. My teacher back home is a personal friend of the director. And I might have a good chance next year, if I get a scholarship, to go to Denver and have a Russian seminar, while I'll get 10 college hours of credit doing this, 7 hours of the language and 3 hours of a Russian history. But it's going to cost money if I don't get a scholarship; it'll cost at least a couple of hundred bucks for room and board, even if I do get a scholarship. So it all depends; if that works out, I think I'd rather go to that. So, if I had Yale Summer High School -- that's what I'm bucking for -- a college scholarship. If I have Yale Summer High School and the Russian seminar at Colorado University at Denver, I figure, you know, it would be a lot more advantageous than just 2 years of Yale Summer High School.

G: Do you have any idea what college you want to go to?

B: Not at all. I was thinking about K.U.; they have a good department. But it seems like all my possibilities have broadened so much since I've been here -- I'm really glad about that! 'Cause I can see...I can bring this from behind me to any college that I might apply to and, you know, with the letters of recommendation from this program it seems like I'm pretty well set ...

End of Side 1 of Tape

Side 2 of Tape

G: From what you've heard from the tutors, do places like Harvard and Yale sound appealing to you?

B: Well, right now college in general, from what I guess you could say propaganda or this publicity about it, seems like a very necessary thing and I'm credible enough to believe all of this, but it seems like an incredible amount of work. It's a scary

B: (cont.) prospect; it really is. But college at Harvard or Yale, you know, as long as you're going to have to get this college education, and Harvard and Yale are supposed to be a couple of the best, it seems like, you know, not for glory or anything like that but just because it's going to be a good education -- they seem like a very good possibility (if I can get in).

G: Do you get the impression that the tutors enjoy being in school?

B: Being in school? Not so much just being in school itself, but the experiences they get out of school, just like the experiences they might get if they were all co-workers in a plant, or something like that. They're all good friends and they can joke about things, but I can see that these guys are intelligent. You know, they look like a bunch of bums walking around (laughs) or something XXX like that, or they look incredibly dull or dumb; they open their mouth and you're flabbergasted. These guys...I remember there was a valedictorian from Harvard here last year, a few Rhodes scholars, and it's just really incredible. Maybe its the product of Harvard or Yale or maybe these boys would have made it from whatever school they came from, or maybe they do have the stuff and Harvard and Yale have the influence to get them these scholarships or this recognition for their education. And this seems like a good advantage.

G: Do you think it makes any difference in the general program in XXXXXX having a large number of returnees?

B: I think the returnees are advantageous. They just sort of help everything smooth in because they've had the experience. I mean, it's not like the distinction between the senior and junior class back home, where you might have, XXXXXX you know, prejudices or something like that inside the school. But many times you
100 can't tell a returnee from a first-year student. But they help; they have the experience and they know what's going on and they'll help you, you know, with your studies.

G: Which returnees lived in your dorm?

B: In my dorm we only had one on the first floor. Beecher was a pretty good office building with Mr. Torbes, Mr. Fleischman and there were a couple of men I never saw before who had their offices there. We had only one on the lower floor -- Dana Bruce. He's a quiet little guy but I got to know him pretty well; and that's on lower Beecher. And I got to know some of the guys on Upper Beecher -- the first year students and I think Bob Cotchell

B: (cont.) was a returnee on the other floor. But the tutors used to sit and talk to us and hear about what happened last year and the changes; they give you a new insight, you know, on how this thing evolved and what happens, of course, after you get home. That was a big thing I was worrying about even before I came here, but I've more or less resolved that.

G: How were you worrying about it; I mean, what XXXXX were you thinking?

B: Well, the experiences; I was afraid I might have the same experiences that the returnee from my school had or what they told me about. I mean, they told me about one boy who cracked up because he couldn't make the adjustment and he's in some institute now. You know, I don't think I'll be that serious; I mean, I'm pretty stable but it must be pretty terrible -- now I say I've resolved it; I've made plans but I don't know if they're going to XXXX come out that way. I'm just going to have to adapt my approach when I get back home. You know, first I'm going to test it out on my real good friends who I know are going to be tolerant of me. I hope it works. (You know, that these people won't think, you know -- 'there's Beaman...he went to school in the East and he lets everybody know about it' -- I'm not going to do that.

G: What kinds of things do you think might get you into trouble?

B: Confusion on the teachers' part. They're going to look at you and say, 'this boy's been at Yale'. And they're going to set me up in front of the class and say 'could you help me teach them a little bit?' You know, 'answer this question for me', and stuff like that. And students who are vindictive or as confused as the teachers are about the real view of this program -- that I'm not.. you know, why isn't he?...you know, 'no college credit? what's the matter, Beaman?' or something like that. I mean, that's not very clear. It's just a big abstract fear in my mind so far, but I do have a few XX experiences that will indicate some of the XXXX things that might happen.

G: Did the returnee at your school experience any difficulties?

B: Yes, with the teachers. His friends, of course, you know it didn't bother them any because they all go to the Boy's State in Missouri or something like that -- they're all outstanding students or, you know, with a lot of ability but not a great record of grades or anything. But the teachers--they gave him

B: (cont.) a pretty tough time. I don't know if you were in the discussion we had last night (was it?...yeah, on Sunday night).

G: I wasn't there.

B: Well, I was sitting by Joe...Joe Faller -- he's the returnee from
200 my school, and he told about his experiences with XMMXX his chemistry teacher. The chemistry teacher would say, you know, 'here's Joe from Yale'. And the first week, whenever a question about chemistry came up in the class, he'd refer it to Joe. You know, and this is stuff that he'd had background in for the first week, and he could fake his way out of it, but as it went by it got more and more complicated and every time, invariably, the teacher would refer to Joe -- "Joe, tell the class, XXXXXX will you?" Then Joe would say, "I don't know." "YOU DON'T KNOW???!!" "No, I don't know -- I DON'T KNOW!!" The teacher like that. And this is the experience that Joe had, that when there was some ridiculousness at school they'd think, you know, he's a student leader, so they'd pick on him to be perfect. He wrote on the margin or the thick part of his book on some subject he didn't XX especially like -- the kids use it all the time; maybe it's immature, but we're not adults and we write --"VOMIT, you know Blaghhh!! I really hate the stuff". So he's walking around the school, you know, he's not showing it around. He's just walking around to lunch or something and one teacher sees this (he has to look over his XXX shoulder, or something, XXXX to look at it) and he says, "Hey, son, come here; I don't like that. Get that off your book." And Joe says, "That's right" (you know, he wasn't smart or anything), but he made the point that it was his book. And, anyway, he wasn't bothering anybody or flashing it in neon sign or anything. So the teacher got real belligerent and took him to the principal. The principal looked at him in scorn and said, "You're a student leader; what kind of stuff is this to pull?" You know, it's not bad; what's wrong with it?! (voice rises) I mean, you're not going to hurt anybody except these teachers, and I'm not going to kick your car because it's XXXX red and I don't like it red. But this is the kind of stuff the teachers have over you, and it detracts from the situation, and these were the kinds of problems that Joe had. And he had to erase it, too, and that's a big blow to yourself as an individual.

G: (long pause) What kind of ideas do your parents have about what they would like you to be or do with your life? Do they have any particular ideas about it?

B: No, I have to admit (not that it's so hard to admit or anything) that as long as I do my best, this is what they have said many times, as long as I do my best, you know, I'm happy in my life, you know, I could be a ditch-digger for all they care...as long as I feel that I'm OK. They'd probably be a lot happier, you know, if (laughs) I attain something; it would please them. But after I leave the home they're not going to be hanging on to me or running my life; I'm sure of that.

G: How did they feel about you coming up here this summer?

B: Well, my Dad (he's a very quiet, sort of austere man) didn't say anything. He shook my hand as I left and stuff like that, but my Mom...well, she was very excited, you know...oh, boy!! She went along and as it got closer and closer to the day, she'd say, "That's an awful long ways from home". I've got to write her twice a day, you know, or something, to keep her happy back home. I'll...I'll be glad to see them, though.

G: Did you fly up here?

B: Yes. It was sort of a messed up deal that Joe and I lived in Independence and the rest of the 8 boys that are on the right there live in Kansas City, and they got TWA straight through to New York from Kansas City...where Joe and I -- I guess they don't know where Independence is in the state -- got Eastern
300 Airlines. We had to take a trip 350 miles to St. Louis, across the state to pick up an Eastern Airlines jet there. It was sort of a (laughs) variety, I'd say, from the regular trip from all the other boys.

G: The first time that you had flown?

B: Oh, yes.

G: Did you like it?

B: It was exciting; you couldn't tell much that you were flying except that all of a sudden, you know, you were pushed back a little in your seat and you hear this big noise outside (not too much of a roar; it was an Eastern Airlines whisper-jet, and they were). Then you were tilted back and you looked out and there were the wings wobbling (both laugh), you know, and it was a lot of fun. Just like everybody told me (I about got sick of that expression before I came here - I laughed every time I heard it)..."it's going to be a big experience for you". I must have heard that 3 million

B: (cont.) times.

G: From who?

B: From the folks, from your friends or your teachers...you know, "I'm glad you got it and it's going to be a big experience for you". "Thank you." (laughs) And it is, though, yeah.

G: (pause) After all, the first time in an airplane, that's a....

B: (laughs) That's an experience, I tell you!

G: It sure is.

B: I got to know people as soon as I left, though. That's one of the... I guess you can tell by the way I talk about it...that's one of the big things. That I'm free and on my own, you know, without any influences. And I'm there with people; it's given me an insight of what it's going to be like living on my own. And I left by bus at midnight from Kansas City, took a 5-hour trip to Lambert Airport at St. Louis, and I was alone on the bus at first. But then, oh, where was it? at Columbia, Missouri or something like that, some boy (he didn't look like he was more than 12) got on the bus, and I got to know him. You know, here it was 3:00 in the morning and didn't feel like sleeping and he was awake, too. He was 18 and he was going to join the Air Force. And I talked to him and heard about his problems and some of the stuff that had happened to him lately. I didn't tell him...I just told him I was going to St. Louis. I guess it stuck with me from the folks -- I'm not too talky with strangers. But I'd like to be (laughs).

G: Who do you spend most of your time with around here?

B: Joe Faller and Curtis Martin. Curtis Martin is another boy from Kansas City; I got to know him -- Joe knew him last year, a returnee.

G: Do you participate in any school activities?

B: Back home?

G: Yeah.

B: Ohhh, Student Council. There's not much a Sophomore can do in our school; he could get into clubs, I suppose. I finally got into a sport. I'm not...I don't have a whole lot of athletic ability, but I finally got into wrestling and lifting weights some, trying to

B: (cont.) build up my body. But much more than that, no, I didn't help. There was a lot of stuff connected with Student Council and sometimes I'd just get into some clubs inadvertently and, you know, help kids who were doing something. I'd get a bunch of pop for some party for the American Field Service and we have one exchange student each year...or something like that, but I didn't join a...I'm not a...not this year, at least, but I'm going to go out for a lot of stuff. I'm going to try to get into school politics. As soon as I get back home, I'm going to try and get as many of the boys as I think...you know, you can usually pick them out in a school...the leaders. And we're going to sit down, you know, because it's a big popularity contest at school. And if you want to get anything done, we're going to get together and we're going to figure out who's going to get what. And that sounds, you know, very sneaky and very like the question on your in most of the things you decide, you know, in tiny rooms between groups of men. But it's not like that at all; it's a necessity in this case. So, we won't all go out for the same, like president or something; we'll split the votes and nobody will get anything. Something like that...so I'm planning to branch out a little bit this next year.

~~[illegible]~~

G: What kind of things do you have in mind for what you're going
400 to do?

B: Ohh, there's a Literary Society in our school and it's sort of a clique club; that's why I didn't join it, I didn't think it was, you know, real swell and the boys went out and got plastered, some of them, sometimes. And I didn't think too much of that, but these boys are really bright; everyone of them is college material. We had a couple of Congressional appointments, but I'm not sure. So I didn't join this year and Joe is in it; he's pretty prevalent. They work all year on speeches and short stories and stuff like that; it really is a literary society besides the parties they have . So they have now, which is a competition and all the parents come and see it and it's really a big deal, and you have a lot of talent there and a lot of ability, literary-wise. So I think I'm going to join that and I want to get in the AFS club.

G: What's that?

B: American Field Service Club. That's where they...it's a lot of projects for making money to bring over a student and we got one from...oh, where is it?...Austria, I think, coming this year. This gets connected with the Student Council many times; we have joint money-earning things. That's the kind of problems we have; trying to earn money. Sometimes the principal will say, "No, this will cost too much" or "no, you can't sell student stickers"... "you can't sell them to put on cars because the Bookstore across the street" (they're a bunch of scalpers, anyway) "is selling it and we can't do that fairly." Well, why not?! You know, we can undersell them. But no, we can't do that! But I hope we can get over some of these problems and join a few clubs. It's like I said, though, you might have all these ideas on how to change the school and all, and all he has to say is "NO" and it's dead (laughs); it's gone.

G: Did you have anything to do with the Student Council this summer, here?

B: No, I wasn't in it at all.

G: Did you hear anything about it?

B: Yeah, I heard about the Student Review Committee, better known as the Discipline Committee. I thought they were a bunch of power-mongers at first, from these boys that got...uhh, Darrell Dinsmore skipped 3 classes and he got out there...and the story was that he was campussed for the rest of the whole darn summer, and I thought that was pretty severe. You know, he said that there was some aspiring young lawyer there making charges at him left and right and made him look like a federal criminal, or something like that. And I thought it was pretty severe. They said there were other factors , and they shouldn't have come in. But they were pretty XXXXX fair on some other things -- some boy went and saw a movie until 1:00 in the morning, so he got his break taken away from him after study period for 3 or 4 days; that seemed pretty fair. It seems like it's pretty efficient; they're writing a constitution now, I hear, and they've got good leadership...Pete Packus...

G: Pete Packus what?

B: ...a good president; I imagine he's a real hard worker he seems like a real likeable guy and very capable, too.

G: Have you gotten any chance to talk to any of the Indian students at all?

B: Uh-uhh. There's one boy upstairs, Ray, (I don't know his last name)...no, I haven't talked to him...he's sort of shy and I'll talk and say "HI" to him and give him a good slap on the back and everything....the boys upstairs know him pretty well. Every once in a while (like I say, we make a big joke out of it) he'll be up there and he'll tease. I mean, he'll grab book and run off and they'll say..."You big Indian! Gimmme that back!", you know, "OR I'll scalp you" or something like that. But he's real friendly with them; he's not shy when he gets to know those guys in Upper Beecher. But, as yet, I haven't got to know him.

G: (long pause) Would you say there are any big problems at all around here this summer?

B: (pause) Big problems? Not that I can think of right now, not really. No, I don't know.

G: If you were going to come here again for the first time, thinking about what the program's been like, is there anything that would
500 make the program more enjoyable for you?

B: Other than not so much scheduling of your time, and I didn't enjoy the inner-house activities at all, sportswise. Not that I didn't like sports, but you get up, you study...if you're going to study you get until 10:00, 8 to 10, 2 hours isn't enough. You know, many times you're up until 12:00 or 1:00! Then you write a few letters home and you get to bed and you get up maybe at 6:00 to take a shower or something and get to breakfast at 7:00 and go to your classes all morning and sometimes in the afternoon. You know, oh boy! it's 3:00 and I can take a little rest! Then you got to go to the DARN activities. I don't mind Payne Whitney so much, except for the body-building (laughs), but when you have activities you'd like to go to and you have a choice (just like everything else here, you have a choice, rather than being forced to), it's enjoyable. But otherwise the activities were sort of tiring.

G: How XXXXX about the outside events, like the mixers and the plays and things like that?

B: Ummm...the plays..I think we had enough of them so we can start enjoying them or appreciating them if they XXXXXXXX were good. And we could tell if they were good XXX or bad, and that's good, too, if you can criticize intelligently about the plays. But something

B: (cont.) like this opera -- ickkkkk! -- it's probably good opera and I can see, you know, ladies there practically crying with enjoyment there, but I'm just not cultured up enough for it. The introduction was ambiguous; I expected that they'd have some stage production there. Instead, some guy gets out there in this white coat, you know, jacket, and starts singing. You know, where's the story?! But that was sort of a -- not a letdown -- but not, I just wasn't XXXXXXXXXXXXXXXX prepared for it.

G: How about the mixers? Did you go to any of the mixers?

B: I went to one and no more!

G: Why?

B: Well, you know, the guys...there's a big fight...you know, who's going to be the lucky 40 to go? So, I went the second time, and going to the beach and having the picnic there was XXXXXX lots of fun with the girls there. But you can do that alone anytime and, you know, just get to know some girls on the beach on a Sunday afternoon...some of the tourists take you there. When I got to the dance, I just sort of sit around with my XXXXXX hands in my pockets because most XX of the couples XXXX were made the very first dance around. And they didn't want to be, you know, disloyal to the fellow back there at Yale or something like that. And then again, there were about 3 white girls. And this wasn't any prejudice to me; I danced and talked with, you know, the Negro girls, but let's face it, there were more Negro boys than there are white boys here and they just -- whoosshhh! -- moved in real quick! So, I'm not real good at getting to know girls, too; that's a big disadvantage. I have to know them already to go to a party or something like that to have a good time. That's no for a lot of the guys, ~~a~~ man! A girl -- whoosshh! -- XXXXX like that. (both laugh)

G: Some of the guys are pretty smooth?

B: (laughs) They are! You go out for a couple of hours on a weekday and they come back with a lifelong friend.

G: Do you think it might be a little easier for you to do that in the future?

B: Umm. I don't know if I want to; it seems sort of a shame to be so bored that you just have to follow some girl around until she notices you and, you know, on the street or something like that.

B: (cont.) At a party I suppose it's expected. I'll probably... I might be able to do better next time than this time, if the situation arises, but I don't see where it would arise anywhere but coming to school for the first time, like freshman year in college or something, you might have a mixer, something like that.

G: Do you have a steady girlfriend back home?

B: Not at all. We're all friends.

G: Have you ever?

B: (pause) Well,....steady girl? I suppose you could say so. When you're in 8th or 9th grade, in the junior high school I went to, a boy would go a week with one girl and then go a week with the next girl -- "go with" -- that was the expression. I did that once or twice, but I wasn't as socially minded. I referred to myself as socially retarded. (laughs) But, you know, this has helped me a lot with boys and girls.

G: What are you going to be doing between the time the program ends and when school starts?

B: Having a blast! (both laugh) That's what I'm really looking forward to; a change of pace so I can go back to school without being weary, as I said before. We've got a little Volkswagen now besides this old rattletrap lunky Ford we had (it seems like a big rich family, but we're not, though) -- my father sometimes had 2 or 3 jobs at once going for him and had only an 8th grade education. My mom works too now with a little office job; she can type very well and used to work for a judge. But, so, now we've got 2 cars, you know, and I'll have to sell my soul to my dad to be able to take it out or something like that...and have to listen to him, you know, "I hope you understand, I hope you realize, and you shouldn't do this" because that's sort of a ritual with any kid and his father, I suppose. But after I get going, I'm just going
600 to have a little fun with the boys and the girls.

G: What does your father do mostly, when he's working? I mean, what's his main job?

B: Well, he's not doing it anymore; he's too tired, too old. He works for Greyhound Bus Company. He's a ticket seller or he used to be in the tour office -- he's been there 25 or 30 years now. He got in there during the Depression and was very lucky to get the job. It doesn't seem like he has any seniority rights. He's got a great amount of imagination; I really don't know my father too well. He's real quiet, but he's got a....man! he used to work in the tour department until some guy, some boss, wanted to go down a notch and he knocked everybody down the totem pole one. But the tour department...some person XX says, "Well, I want to go to California, you know, and I want to have a good time; could you write me up a tour?" And so he makes all the arrangements -- the hotels, etc., and he writes it up in a little pamphlet and he makes sure they see everything, XXXX all there is to see (awe and xx respect in his voice), and he's very imaginative; he really amazes me. But he doesn't do that anymore; he's a ticket seller. And that doesn't sound like too much, but there's a lot of MXX math to that. But...it doesn't make me feel like some of the questions you ask in the questionnaire...like, you know, should you get a higher station in life. I think this has helped me not to be greedy or anything like that, 'cause he's happy. I mean, we don't have a surplus of money by any means, and we have to work real hard for what we've got, but I tell you we've learned to be content.

G: (long pause) Well, I'd like to thank you very much. One of the reasons that I wanted to talk to you is because you've impressed me as being very thoughtful about what is going on. It has been helpful for me to understand some of the things in the program. It's very hard to know, you know, often even when you're xxx around here all the time -- you're not one of the boys because you're on the staff -- to get to know what's really happening and what people really are feeling, which I think is true anyplace...

B: Maybe you ought to plant a couple of boys, some of the younger looking college boys, in the student body next year (both laugh).

G: The Secret Agents of the Yale Summer High School!

End of Interview

August 8, 1966.

Interview - Returnee

Bob Cottrell - Gould

G: One of the things I was interested in, Bob, was whether this summer met your expectations in terms of what you had in mind about coming back and what it would be like coming back.

C: Well, it did and it didn't. The course I was taking met my expectations and actually exceeded them because it was much... it was very good and it really made me think hard. Also, it gave me..it made me have to work much harder than I was accustomed to. I'm in the Political Philosophy class with Morris Kaplan, and generally there were some disappointing features . Well, for instance, the plays which I think last year were..was a very good part of the program. This year, it wasn't the fault of Joel Fleischman or anybody, but the plays we saw just weren't up to the level that we saw last year. The one we saw at the Long Wharf was well-acted but the plots were weak and the ones at Stratford were Shakespearean plays but they...the acting was pretty poor. And I think the plays last year got a lot of kids interested in plays who before had never seen them. I know it got me interested; I've lived in New York all my life and I never even bothered to go to Broadway. And this year I did go once. And, let me see, also many of the guest speakers-last year I think we had a more exciting list of guest speakers like, well, Gladstone and... (microphone interference) ..these people really got you excited in issues and things like that, whereas many of the speakers this year...some of them weren't good as speakers and others just acted like they were handing you the Gospel down and didn't really bother to actually, I think, communicate with the students. And also some of the students, I think, this year were a little less mature than the ones we had last year. But, all in all, I would say academically the program met my expectations and far exceeded it. And also there was still the same thing we had last year, meeting people from different parts of the world, country, different races, etc.

G: Which seminar did you take besides your returnee seminar?

C: I took the one called, "Protest in Problems in American Society".

G: With Tom...?

C: Tom Williamson, yes.

G: How was that?

C: I think it was good in that it pointed out something that, actually, I hadn't given too much thought to before. And that was kind of empathizing with people who are in different social movements. And, obviously, I'm not going to remember many of the social movements we studied like one which was kind of fantastic, the but I think now I'll be able to look at a social movement and say what...ask myself why people are attracted to it. And that will be good in supporting social movements that I'm in favor of and also possibly trying to eliminate social movements that I'm against.

G: (long pause) Do you like the schedule for returnees better than you did for the first year? I mean, you like this kind of arrangement of having a seminar, kind of time to get into things, more free time instead of a heavy class schedule?

C: Yes, for two reasons. One, it gives you time in your own returnee seminar just to do something you'd like to do, independently of actual classwork. And also it gives you a chance to look around the school and see what else is going on. Like, for some time I took a algebra course just to see what was happening, but then I had to stop when the schedule shifted. I think that is valuable.

G: Do you think it made any difference in the school this year having a large number of returnees?

C: (pause) Well, I'm not really sure. Last year, well, in a way the returnees this year...let me see...I don't know. Somehow, sometimes they acted like people trying to, I guess what you would call, show the new students the ropes, or something. But sometimes they just goofed off and, you know, I think part of..a returnee should partly of course be a student but partly he should be there to counsel the younger students into exactly what should be done at the Summer High School, and this wasn't done this year. I don't know if the numbers made any difference, really.

G: Was it not done because it wasn't made clear to you what your role was, or it was made clear and it didn't happen?

C: Well, yes, that is a problem. We came here and we didn't quite know exactly what we were doing, like I became a tutor assistant and I'm still trying to figure out exactly what that means. And there was just this sort of general,'well, we'll give this returnee a title' and then, except for a few like something like maybe in English or Math tutoring, there was nothing really definite that the returnee was supposed to do, so we just, you know, kind of floated along.

G: Do you have any suggestions for how we might structure things for next summer?

C: Yes. As far as the returnees are concerned, I think I would try to keep the program as large as it is, merely for the fact that a lot of boys are getting a lot of benefit out of it, I think. And I think I would kind of tell the returnees, give them a certain set area of what their duties should be; say, well,'you're there to counsel the boys or when your tutor's not there you're supposed to take over'..something like that so the returnees will know exactly what to do and will realize that they are in a position of responsibility, not authority, but that they do have a responsibility to the school and to the students and I think that would help matters. Also, another thing, let the first-year students know also.

G: What do you think the attitude of the first-year students is toward the returnees, any particular feelings around here, I mean, like, you know, the senior or junior class in high school kind of thing?

C: Well, no, I don't think that's developed. I think what's
happened is that returnees tend to become friendly with first-
200 year students that are like them in personality just the way
it is anyplace else. And, that's about what's happened.

G: So there's really no split between the returnees and the first-year students?

C: Right.

G: Would there be any way that you would change the program if it were in your power to do so?

C: Let me see...

G: Either for the first-year students or for the returnee?

C: ...well, I think maybe academically you could do something like... well, possibly for the returnees I think that many of our courses are philosophy-oriented or orientated and I think possibly other areas should be opened up, like maybe an introductory science course or a language course or something of that nature. And, secondly, I think the program should be made coed, you know, not because, not only for the social reasons, which I think are important...it kind of, uhh, normalizes things if girls are in the program, but also for another reason that, from what I understand, this is the most academically-minded, I guess, upward bound program. And it's really unfair to deprive girls of it, this program, I think. Because many girls could benefit from this and instead they are sent to a program like, say, Connecticut College, which is all right but I think it's more culturally minded and they get into things like modern dance and basket-weaving, and they don't get the type of program that you do here.

G: Have you spoken to the girls at Connecticut College to any great extent?

C: Let me see, I've spoken to several of them, yes. In fact, two, three of them went to my school last year.

G: Oh.

C: So. We've compared notes on the subject.

G: Would you say these girls are kind of comparable to the guys here in terms of intelligence and college potential?

C: Yes, I would think so.

G: Are they chosen on pretty much the same basis?

C: Yes.

G: And you don't think that program compares to this in terms of...?

C: No, not from what I've heard. From what I've heard it's not as academic as this one.

G: Did you have any problems at the end of last summer when you got back to your school, or at home or in the community, because you were here? I mean, did it get you into trouble, or any difficulties?

C: Uh, no, not really, no.

G: Do you think that this summer is very different from last summer, or pretty much the same, or, in general...?

C: Well, for me it's very different because I think it's more demanding because my course, like for instance, with this returnee seminar I'm in, actually I had to rediscover the art of reading, practically, so that when you get into somebody like Hobbs or Locke you don't just read it the way you would a novel or something, or even a history text. You have to read it and then re-read it, and there's a whole special way of learning that goes with it. It's much harder type of reading; all of the things I've been reading.

G: How about in a more general way, in terms like the atmosphere around this place?

C: The atmosphere is, let me see...I would say essentially the same. The diversity among the students and things of that nature, but there's also something different. Last year, there was a great willingness on the part of many to discuss politics, religion, things like that. The war in Vietnam, the existence of God -- all that. And this year I find that there's less talk about things like that, which I guess, at least I consider the more important things.

G: Do you have any idea why that is?

C: No. Well, let me see. I don't know; the students are, I think,
less interested in these topics now than they were last year,
300 for some reason. Possibly it is because we have not had the
speakers we had last year. For instance, I doubt if anybody
could hear a Norman Thomas or a Gladstone and then,
you know, not be effected by it one way or the other.

G: What about in terms of how people get along with each other; do you think there's any difference between last summer and this summer?

C: Well, let me see. Last summer there were, as far as I could see, no racial incidents but this summer, unfortunately, there were. There were, they concerned some of the Indian boys were being picked on and they fought back and so forth, but outside of that I would say essentially everybody is getting along the same way they were last year.

G: So you don't think there's...Somebody commented they thought there is a little more self-segregation this summer than there was last summer by race.

C: I don't know about that; I wouldn't say so. There are about maybe one or two Negroes here who would fit the description of, say, Black Nationalists and I guess there are a few Whites who might also fit that description, but on the whole I would say people are just as integrated this year as they were last year.

G: Did you know Darrell Densmore very well?

C: Let me see. I've seen him once or twice and I had heard and I didn't know him personally or not very well. Is he the fellow who was supposed to be responsible for the Indian...?

G: How do you think the tutors are this summer as compared to last summer?

C: I don't know. I like the tutors we have this summer; they're good and they are interested in the students, but I think there are a few tutors from last year that I just kind of miss because they were so interesting as persons. Is it all right if I name them?

G: Sure, go ahead.

C: Frank White and probably Ernie Atar. They were real interesting people to be around and they could stimulate discussions on subjects. Especially Frank White, who could stimulate discussion on almost any subject and Ernie Atar who was especially knowledgeable on Africa.

G: Who was your tutor last summer?

C: Bill Torbert. He was good but, of course, he's here, so I don't miss him.

G: Do you think in general the guys like the tutors pretty much?

C: Yes, I would say that, yes.

G: Any tutors that are not liked?

C: None, really, I would say that are actually disliked.

G: Do you think it's important that you have a second summer?

C: Yes, I would think so. If for no other reason than the subjects we take now are very similar to the subjects we're going to be taking in college, and this would kind of prepare you for college study.

G: How do you think the program's affected you?

C: Let's see. Both this year and last year? It would be kind of hard to actually put it in words. It's affected my attitude, I would say, towards...not people of other races, because I've always held the attitude that I hold now...people of other regions of the country, I would say. I think, I no longer think that all Southerners are bigots, which is an opinion I used to hold. And also last year it affected me culturally; as I said, it got me interested in plays and the theatre and things of that nature. And, academically. Well, last year I think it helped me in Math a lot and it also helped me in English, but not to as great an extent as I got helped in Math. And this year, as I said, I got introduced to the whole area of philosophy which requires a special type of reading; it actually requires a different way of thinking. I went into the course not knowing much about philosophy; I still don't, but...and not actually liking it, and I still don't think I 400 like philosophy to any extent. I think I understand it a little better.

G: What is it you don't like about it?

C: I don't know. To me, philosophy seems to be the art of juggling with words, but you never manage to do anything. It seems like it's Paul Weiss standing up and saying'the ultimate totality and the final reality' and meanwhile a war's going on in Vietnam, people have sub-standard jobs in Harlem, and a hundred and one other things that I can mention.

G: What do you think you might be interested in going into?

C: I would say probably...well, I know I'd like to major in politics, political science, in college. And I might like to go into journalism or possibly the foreign service if we were, say, to get somebody like, say, Robert Kennedy as president, or something of that nature.

G: Did ~~any~~ being up here steer you in that direction in any way, or is that something which is kind of independent of...?

C: Well, I think I've always kind of tended toward political matters.

G: Has being up here changed your aspirations about, let's say, what college you might possibly go to, and things like that?

C: Yes. Actually, before I came up here I wasn't aware that there are things like, say, the availability of scholarships to many of the better colleges. In that respect it changed what I'm going to apply for. Actually, at first, I thought... the first effect this program had on me was to make me immediately say I wanted to apply to some place like Yale or Harvard. And I still would like to go to a place like that, but I've also, because of the visits of the various colleges that the returnees saw, I'm also interested in possibly going to a small place like, say, Wesleyan or Williams. And also especially because since that's the kind of teaching you have in those places is the kind of teaching I've been having in my political philosophy seminar which is kind of bright because you have something like 8 to 10 per class, and you're really involved in the class instead of, you know, falling asleep in a lecture or something.

G: Were you treated any differently at school because you were here? Last year when you came back, put into special classes, or people saying, 'yeah, you went to Yale and you should know about that'? Any of that kind of thing?

C: Well, fortunately, our school is the kind of large school where you're sort of...nobody really knows what you've been doing, so a few of the teachers knew I had been to Yale, most notably my history teacher who had recommended me. And the vast majority of students and teachers didn't know it. And so, since I didn't carry a sign saying 'I've been to Yale'...

G: How were your grades last year?

C: They were fairly good. In areas like History and English they were in the 90's and above, and, let's see, the Sciences and Math were in the 80's. And the only thing I really had trouble with getting through was French, but I managed to pass it with a 70.

G: Were your grades better than they were the year before, or about the same, or...?

C: I would say they were a lot better.

G: And I think you mentioned before that you thought that the Math last summer helped you?

C: Yes, it did.

G: Did you get involved in any new activities this past year in school?

C: Yes. I've...let me see...well, two things. Actually, before I'd been a member of SNICK, which was a civil rights group. But then I sort of...I quit the organization because, not because I felt it was becoming too radical because actually I don't care how radical an organization gets, but I...let me see...it began opposing the war in Vietnam. Now, I don't like the way the government is handling the war, but of the alternatives they were suggesting to it I think I didn't like either. That was one thing. And I joined another organization which is called the Revitalization Corps. And I was doing work in tutoring in remedial reading. Also, well actually, the war in Vietnam didn't make me quit SNICK so much I think as Black Power did, really.

G: When did you quit?

C: Let me see. Well, that's kind of hard...I think I quit somewhere in May. I'd been quitting off and on for, but I think I kind of quit permanently. (pause) Also, another problem with SNICK was they were only interested in working in the
500 South, and there are a lot of problems up North. In fact, as many or more.

G: I think we've seen just a little of that these days. Why did

G: (cont.) you want to come back here this summer?

C: Well, because I was...since I'm interested in Political Science I thought the...well, first, actually, I signed up for individual and group behavior. The reason I signed up for that subject was I'm also interested in people, how people act, and not so much that as I think I'm more interested in things like psychic phenomenon. And I was thinking possibly the course might go into it. And also Political Philosophy, since I'm interested in Political Science; the two are very related. And, actually, there were two things I was going to do this year. One was to study Chinese in Columbia, and the other was to come here and study Political Philosophy. But I decided I wanted to come here because I could study...I want to learn Chinese because I think it's an important language. I think I'll be able to study it in college, and if I don't go to a college where it's taught, then that summer at Columbia would have been wasted, I guess, actually.

G: Why do you think you were chosen as a returnee?

C: Uhh, probably a combination of the work I did last year and I guess the work I did over the summer at the Summer High School.

G: Well, looking around at the returnees, do you think they were all chosen on the same basis, or for different reasons? And what is the word around here as to how one gets to be a returnee?

C: Uhhh.

G: I'm sure the first-year students must be interested in that; must ask you sometimes?

C: Well, some...I guess most of them were chosen on that basis, though I have a feeling some of them may have been chosen on other bases. Maybe they felt that these people still had promise even though they didn't do anything this year. And so possibly another summer would, if nothing else, inspire them to do better work.

G: How are the guys in your seminar doing as a group?

C: Well, let me see. As a group I'd say, well, there are about three or four I would say outstanding students who are really

C: (cont.) contributing a lot and then the rest are, I guess, what you would call average. Average students.

G: (long pause) What do you think is the most important aspect of this program? Is there anything you could single out, anything particularly important or worthwhile, helpful?

C: Let me see. I don't know, because I think what happens is every student comes away from this program with something different. A person may have gone in, say, being a bigot and he may come out recognizing that there shouldn't...race shouldn't enter into thinking, I would say. Or another may come out, may come in liking nothing but cowboy movies and he may come out, say, with an appreciation of drama and things of that nature. Another may come in not knowing how to put two sentences together and he may come out writing well-developed paragraphs.

G: Could you say roughly what percentage of the people you think are effected by this program? I mean, do you think we get to everybody? Does everybody really bring something away from it?

C: I would say no; not everybody brings something away from it. And this may be for two reasons. One, they may not have needed to bring...they may not have needed...they may not have been liking anything in the first place, in which case that instead of actually bringing something they didn't have back from the program, they may have actually developed something that was already in them, or something that they were already doing, but just doing . Now, the second is that some people I guess have gotten here and have not worked or have not really been interested in...and I guess they brought very little out of it, too.

G: What percentage would you say that is? Any guess?

C: Of those who actually did come out of here with nothing?

G: Yeah. In general, the people who are not effected by the program.

C: I don't know. Making a very wild guess, maybe 10% come out. Well, I guess we'd better separate those who are merely developing what they already have...

G: No, I mean the ones who...

C: ...actually come out with nothing?

G: Yeah.

C: I would say maybe 10%.

G: Do you think most of the guys around here are college material?

C: Uhh, yes, I would think so. I think certainly that all of the people here could probably, will probably be able to get admitted to college, and I would say good colleges, too. And I would say a good many of them, of the people here, have the will to get through college.

G: What percentage of the people do you think need this program,
rather than just enjoying it or, you know, developing some-
600 thing a little more, but really need a program like this to
get them going?

C: Let me see. Actually, I have a kind of theory about this program that it shouldn't only be for "frustrated under-achievers" but I have a feeling that possibly over-achievers should be put into this program, too. Because many times you find people with straight A's and 800 college boards, who have not yet learned to live with people and this program can do that for them if nothing else. I would say everybody in this program, you know, should be here, and possibly even some that we... nobody's thought of bringing in.

G: (long pause) Do you know why you were recommended for this program in the first place?

C: Ummm, that's a good question. Uhh, let me see. My history teacher seems...I had him for about three terms now, and he seems to think that I'm pretty bright, so that might be part of the reason. (pause) Oh, yes, he also recommended me for advanced placement this year in history and that's part of the reason.

G: What do you think in general about the rules and regulations

Side 2 of Tape

G: (cont.) governing the behavior and conduct at the school?

C: I think there are probably too many. I think they should be kind of kept down to a minimum like, say, 'no drinking, no girls in the room, or no stabbing your roommate with a knife' but I think, for instance, the 8 to 10 study hour and then the 12:00 curfew -- I think that should definitely be cut out because I think one of the purposes of this program should be to get people so interested in learning that they by themselves will go and study. And I don't think you do this by saying, 'from 8 to 10 be in your rooms studying'.

G: Do you think most people would indeed go to their rooms and study if we didn't have that regulation?

C: Well, the question is, 'should a person be here, you know, if he wouldn't' or, sure, there are times when people would be out of their room, but I think what the ideal situation is, that the people who are out of their room would either have finished their homework or wouldn't have any for that day. That you in a sense just try to give a student a certain amount of self-discipline so that, you know, he'll say, 'well, I have homework now, so let me get to my room'.

G: Well, I guess what I'm interested in is whether you think in actuality that would happen if we didn't have that rule. Do you think people would study as much and work as hard?

C: I would say maybe about 50% of the students would, and 50% wouldn't, but what you have to remember is, if for six weeks you're going to tell somebody, 'from 8 to 10 be in your rooms studying' that's fine. For those six weeks he's going to be learning whatever you're teaching him. But, what happens when he gets home? He still hasn't developed proper study habits and so come September from 8 to 10 or whatever study hour should be depending on how many subjects he has, he's going to be out with the boys or watching television or what have you? So, I mean if students can't develop that kind of XXXXX self-discipline here, I don't know where they're going to develop it.

G: Well, I guess some people feel that you have to kind of capture people first before you can teach them anything. I think that's probably the underlying basis of the 8 to 10 study hour. Since a lot of people around here don't have good study habits, I

G: (cont.) think we feel that if we didn't, you know, kind of like get them in a place where you could work with them; i.e., where the tutors could work with them, that they would never, you know, they wouldn't study as much as they would. I mean, I agree with you. I think there are a large number of people here who don't need a rule about when to study.

C: Well, possibly, it could be worked somewhat like this. If teachers find that a student hasn't been doing his work, then subject him to the study period. Make it a sort of honor system.

G: Yeah, that sounds good. We have considered that possibility. (pause) What about some of the other rules; anything else that...?

C: Let me see. I think students should be allowed off campus more. I've been here two years and I still don't know what the town of New Haven looks like. One of these days I suppose I'll learn, but...I don't know; there are times, you know, I just wish I could get off campus for one reason or another. For instance, oftentimes the Yale Drama Society is presenting some very good movies, and I'd just like to see a few. (pause) And as I said before, if my work has been done there's no point if I, say, had a very short assignment, and I finished it, say, right after dinner -- no point in me staying in my room from 8 to 10. Of course, I could read a good book or something, but then there may be other things I'd like to do.

G: (pause) Would you consider coming back here for a third summer, if there were such a thing?

C: Yes, I think I would. Oh, well, then again...I mean, I would under any circumstances, but in what capacity? As, say, an office worker, or a...?

G: Well, I was just going to ask you -- if we did have such a thing as the third summer program what you would like in the third summer? What would be the most exciting and most enjoyable thing for you?

C: Let me see. Well, uhh, let me see. I don't know if I would actually want any formal classes for the simple reason that I'm going to be going to college in September, hopefully, and I'd just like to get a book on every subject I'm about to take so

C: (cont.)I can kind of bone up. But what I would like to do is
possibly work as a counselor or an assistant tutor, and
secondly, personally, what I'd like to do is be to -- I don't
know, it sounds kind of funny -- but teach a course on race
relations all over the world. I know a little bit about South
Africa and I suppose if I, say, got word that I could do such
a thing I'd start research during September and I think by the
200 time June rolled around I think I could get a fairly good semi-
nar going.

G: Have you ever done anything like that at school?

C: Let me see. Well, as I said I've done this remedial reading tutoring, but there's a vast difference between teaching somebody in the fourth grade how to read and somebody in the 10th or 11th grade, but I think if I...I think I could become an expert enough on the subject to do this.

G: How was it teaching the remedial reading?

C: Murder! (laughs) Uhh, let me see. I was working with one boy. His name was Raphael, and there were two problems. One, he was Spanish but I don't think that held him back enough. I don't think that really held him back because he did know as much English as...I mean, he knew English well enough for a person in fourth grade. But also, I don't know, he seemed to be the prototype of the frustrated underachiever because he really didn't want to work and so it was a problem getting him, you know, merely to sit down and spell a word or read a line from a book. I'm going to be doing the same thing next...uhh, next fall and of course I'll be starting that program I told you about. Of course I won't be doing any teaching.

G: How did he work out with your remedial reading? Do you think he learned anything; did you get anywhere with him?

C: Well, I think his reading improved in that when he first started he had difficulty actually reading words from the book, but as far as things like spelling or writing, I didn't get very far with him.

G: How long did you work with him?

C: I worked with him about two months.

G: What is your idea for setting up this other program that you told me about?

C: Well, it would be to get college students and I guess yourself and anybody else who happens to ~~be~~ have a knowledge in a particular area that would, say, be on a college level or even above to come to our school two or three times a week and to teach their specialty or their major in our school. Let's see, so far I've got about 25 students signed up and this would be in almost every area you could think of: social sciences, humanities, foreign languages, science; things like that.

G: Has this all been cleared through the school authorities and everything?

C: Yes. They said I could have the rooms after school, and that... let's see, I think there was a problem that I had to get teachers to be...to patrol the halls while this was going on, regular licensed teachers in the public school system, but I had...some teachers said that they wouldn't mind doing this, so.

G: Why is that? You need teachers to patrol the hall?

C: I don't know. I think it's some sort of a law, or something.

G: How many people do you have potentially lined up for this?

C: I don't know. Our school is...has a big problem and it's kind of apathetic towards every thing that may go on, so I don't
300 know. I think if I got 100 I'd be surprised.

G: I'm sorry; yeah, you did mention that you did have 25, but I meant lined up on the other side to teach?

C: To teach? Oh? Let me see. Well, you said you would...

G: ...if my schedule permits.

C: ...right! If your schedule...and Al Owenstein said he would teach Political Science, but he may be in South Africa or he may be on the moon by September.

G: Where would he be if he's not in either of those places? Does he live in New York?

C: Yes. So, last I heard he was in California, but I hope he'll be back.

G: Who was he, again?

C: He was the first speaker we had. He was the one who went to South Africa.

G: Does he teach in one of the New York schools?

C: No. He used to...he's a lawyer, and he used to teach in the University of North Carolina. Let's see...officially, he's a lawyer. He's very active in New York politics. He ran for Congressman once, and by the time I get back he's going to be running again, so I think I'm going to probably be working in his campaign if I can find him. And also one Columbia student.. well, actually, I have three Columbia students who said they were interested and also Bill gave me the address of his brother, Jim. Bill Torbert. And so I'm going to write him. He's going to Columbia and he might be able to give me a hand.

G: And what was your idea of how this program would be structured?

C: Well, as far as I can see, there will be no real formal organization or anything since there will be no stated purpose in that. For instance, the stated purpose of the New York City High School is to give people diplomas, and this summer high school to motivate people. Mine would have no real stated purpose so all it would actually be is, I would get the students and match them with a teacher, give them a room, and let it go on from there.

G: Any how many times would you imagine each one would meet?

C: I would say probably two or three times a week. But of course then again that would depend on the student and the teacher.

G: I would say offhand that, although that would be very good, it's probably a bit unrealistic.

C: In which way?

G: Well, in terms of, you know, getting people to come down, teachers to come down two or three afternoons a week. You know, most people have the kind of schedules where, you know, they

G: (cont.) might get one or two times during the week. You could probably get that, but not much more than that. Especially if you're a student.

C: I know. That will be a problem. I don't know how to work that out. There are two possibilities...

G: I was thinking again of what my schedule is likely to be like.

C: Of course, there might be two, say, possible ways of solving that. One might be just to have the students who are involved in this do an awful lot of reading and when the teacher isn't there have a student take over or just discuss the material. And, second might be to have, say, more than one teacher assigned to the class. Like, for instance, Al Owenstein. I know before, well, before the first week of the program... before the week's out, I would expect him to be in South America or South Africa, or someplace. And I guess the only thing to
400 do is really to assign two teachers to that class. When I get back to New York, I'm going to see the Columbia Citizenship's Council, where I expect to get a lot of the teachers for this project.

G: I don't know what that is.

C: Well, it's an organization run by Columbia University and the students...well, they do projects like this but it's normally on Saturdays where they once a week -- they discuss topics and so forth. So I'm just going to ask them, you know, 'can you give me people in this area and this area and this area?'

G: (long pause) Well, before I leave remind me to give you my address so you can contact me.

C: Right.

G: What are you going to be doing after you leave here until school starts?

C: Umm, let me see. Well, for about a week I was...I hope I still have it...a job at an anti-poverty agency which I had for about one week, which would be somewhat similar to the work I had been doing over the year on a volunteer basis -- remedial reading tutoring, and things like that. And then, I guess after that I'll just loaf around, C: (cont.) see New York, and things like that. That's one city you never get to see.

G: (laughs) That's right.

C: I haven't even seen all of Manhatten; good grief!

G: Is that right? You know, I'm anxious to start exploring New York again. I've been away for a long time; I mean I go back fairly regularly but when I go for weekends I see friends and have all these things to do.

C: Then also when I get back I'll be writing letters to colleges, I guess, about admissions. I already have a good idea of about where I want to go.

G: Where is that?

C: Well, let me see. I think probably Wesleyan would be my first choice. And then I'm going to apply to Williams and Columbia and maybe NYU. I'll be doing that, and I was thinking possibly it might be a good idea to go up to Williams for an interview sometime between now and September.

G: Did you go to Williams on the trip?

C: No, I went to Wesleyan because...well, actually, I'm more interested in Wesleyan because it has this program called the College of Social Studies which would allow me to do independent work in my Sophomore year if I was qualified. Williams also has a very good program, though, which is called Regional Studies. And if I ever became interested in one particular region I could study the history, the culture, what's going on now and the language of a certain area.

G: Which other school did you go to besides Wesleyan?

C: Well, I went to Brown and I also went to Rhode Island School of Design. I don't know why they put that on there except maybe the girls there looked nice or something, but I don't know. Oh, it's also in Providence, right next to Brown. That's probably the reason.

G: How was Brown?

C: It was pretty good - what I saw of it. I don't know; I don't have too many feelings one way or the other about Brown, really.

G: What was it about Wesleyan that particularly impressed you?

C: Let's see. Outside of the fact that the admissions director said I had a good chance of getting in --- that's always very impressive.

G: Yeah? Uh. Yeah.

C: It was probably the, well, one...as I said before, that College
of Social Studies and also, I don't know, the students there
seemed to be very sharp and, you know, very interested in
500 what's going on in the world.

G: Did each of you guys talk to the admissions director personally?

C: Well, I talked to him while he was up here, and then when I went over to Wesleyan, you know, we shook hands and said hello, but my main conversation was over here. Also, I called home and found a letter there from him.

G: What did he say in the letter?

C: He said he thought I had a very good chance of getting in.

G: Oh. Umm. (pause) Well, I'd like to thank you, Bob. You've been helpful in letting me hear about what the program is really like from somebody's who..from somebody who's in it. (laughs) Often it's a little difficult, you know, from the perspective of being slightly outside of it to really know how a program affects people.

C: Do you know whether they really are thinking of a third summer?

G: No, I don't think they're thinking of it, but I'm thinking of it. One of the things I've been doing is asking people about it and I'm going to recommend or raise the possibility of having a third summer. I mean, you know, I really have very little to do with planning the program. You know, it really is Mr. Fleischman's program but, you know, all of us are always free to make recommendations or suggestions for changing the program, adding something to it. I thought this third-year

G: (cont.) idea was very good and actually I was thinking much about it in the way that you would like it, in terms of having you people run seminars or run a joint seminar with a tutor. You know, like you, you know, a third-year student and a tutor would give a seminar. It's something, you know, that you both are mutually interested in, of course. It sounds to me like it would be a very worthwhile thing; a good experience and you'd really learn something.

C: Do you know who next year they're going to be having -- students from the 1964 session as tutors?

G: Not as far as I know. They may have some working here, but I think...well, let's see, what would they be? 1964, they would be finishing their first year in college. Right?

C: Perhaps?

G: I mean, I haven't heard anything. I just simply don't know. I suspect that if this program continues, we will start seeing some of the students as tutors, you know, but I haven't heard anything specifically about that happening next summer.

C: Okay.

G: Why don't I just shut this thing off.....

End of Interview

August 3, 1966

Interview - Returnee

Slipchinski - Gould

G: Actually, we talked about some of these things before, the last time we talked, but let's go through them again. Did you experience any particular problems, difficulties, or anything else when you went back after last summer, either at home or in school?

S: (pause) Well, in school, first of all, I guess you'd call it a difficulty. I mean, trying to organize like a discussion group and, you know, I kind of stuck my neck out for this thing, cause.....So, we had one meeting and it was pretty good, after school with two English teachers. And then, and then we had another meeting (laughs) and I was the only one that showed up. And all the kids said the first one had gone good and everything, you know, but it turned out afterwards they said they had to go to tennis practice, and go to work and stuff like that...so, you know, trying to...that was, you could say, a difficulty. I mean, trying to bring some of the things here. At least I was trying to bring some things at least for myself, and bring them there. And it didn't work. And, well, at home...I don't know... I had a lot of ideas that my parents didn't like when I came here, but they didn't have a chance to get cultivated too well. But then I came here and (laughs) it kind of gave it the opportunity to really express them. And then when I got back I could hear my mother say a lot of times, "I don't know what happened to him. We sent him up to (laughs) this Yale and it's a good..a great opportunity to get an education, and maybe some day he'll go to Yale, you know, but I wonder if it was worth it for a lot of these crazy (laughs) ideas he came back with." That was another difficulty. Uhh, I think that's all I can think of.

G: Were you treated differently by your teachers, let's say, because you were here?

S: Teachers?

G: Yeah. Did they assume, for example, that you should be doing much better than you're doing because you were here? Did anybody say anything like, "Gee, you were at Yale and you should be" or anything like that?

S: Uhh, I don't think they were, seriously. I don't think...

G: (pause) What about your friends? Did you ever talk to them about the program?

S: Yeah. They seemed pretty interested in it, I think. You know, a lot of times they just kind of joked about it. There was never anything...I couldn't notice anything antagonistic, or anything like that. I mean, they didn't resent it. A lot of the kids envied it. A lot of the kids I know said they wished they had the chance. But...

G: Thinking back to when you were first selected for the program, why do you think you were selected?

S: (pauses and laughs)You know, I have a theory about that 'cause I remember once before I had a guidance appointment. And I didn't even hardly know the guidance, and this was about the first one I had all year. And she says, "How do you think you're doing?", you know, so I said, "Well, I don't...I'm doing OK, but I think I could do a lot better". And she says, "Are you satisfied with that?" And I said, "No, I really think I could be doing a lot better." And I think a lot of it just had to do with that one little statement. I really think if I didn't make that statement, I might not be here now.

G: Uh-uhh. What was your average that year in school?

S: (laughs) The same thing it is about now. It was about a B;
100 now it's about a B+.

G: Does the raise have anything to do with your being here, do you think?

S: Well, the raise isn't even significant, hardly. Well, it went up. See, there it was a B; it wasn't quite to the B+ category. Here it just made the B+ category (laughs) so it's maybe one or two decimals, but it's not significant. Academically, it didn't change me at all.

G: How did it change you?

S: How did it?

G: Yeah.

S: Well, I think (pause) I think some things you can't help but have it change you, like...well, first of all, a specific thing. Like we had...I took this seminar. I thought that was probably one of the best parts of the summer for me. And, uh, I really got interested in something like that. I never really...

G: What was that?

S: Oh, yeah. This was Lawrence Rollingetti's poems, like Coney Island and I had really never taken one person and read more than one book he's written, or more than a couple of poems. But I got that book and I really loved it, and I used to sit down and I almost memorized (laughs) three-quarters of the poems in there just by reading it over and over. And that really got me excited and I showed them to kids and a lot of the kids liked them. That was one of the specific things. Things like...I never really had that much, I don't think I had too many prejudices when I came here, but I really couldn't care one way or else. I mean, if people wanted to rank out Negroes, it didn't really bother me too much. We had our own terminology, and I wouldn't mind using it. But, but then I came here and, you know, like there was a guy up in our dorm, Ray Nunn. He was, you know, and he was a merit scholar and got into Harvard and Yale and all the colleges were sending him letters asking him to apply. And I saw other guys like John Johnson and Widdy Torrings, and all these kids, you know. And I really, you know, they were so smart and everything; they're really great kids. And I got home--I really think that that kind of changed my attitude. I got a little offensive when people started talking that way. I mean, you just don't know; you just haven't seen a lot of these, a lot of these people.

G: Did you have any ideas before you came here the first time in terms of a future or a career?

S: I think I wanted to be a news correspondent. I started that kick back in the 7th grade (laughs) because I figured that was a great job; you could travel all around, report, things like that. I don't want to do that anymore now (laughs).

G: What do you want to do now?

S: Well, I'm not really sure. I know we did a lot of philosophy
in the seminar and I really like a lot of that stuff, so maybe
something in that. But I don't know if I want to devote my
life to something like philosophy. Maybe something in education.
I'd really...I'm not sure...either philosophy, maybe
something in education, or something with writing. If I can
somehow tie them all together, it'd be about the ideal job.
'Cause I like to write things and I thought maybe, you know,
write a book or something some day...plays, something like that.

G: Do you think that being here changed your aspirations in the
sense that, you know, you're shooting higher now?

S: Yeah, yeah. 'Cause like even...I figured even if I didn't come
back this year, well, say...well, first of all, even before I
came here the first year, like, specifically, I wouldn't even
think it would be possible to...I wouldn't even think of applying
to Harvard or Yale, places like that. I figure, here I
am, you know, in a regular nice suburban school and there's...
I got a B average, say, 9th or 10th in the class, and there's
so many thousands of other kids that are doing just as good.
In PS 18 I didn't do so...well, I did...I mean, I did good,
but it wasn't anything that great, you know. And I figure
here's millions of other people just like me. How am I ever
going to get into...'cause I seen kids that got straight A's,
they had A average in a lot of hard courses--they got turned
down from places like Harvard and Yale. So I didn't think I
had any chance. But then when I came here (laughs) I; well,
they kind of give you confidence. Cause I started writing
more poems and creative things, and people encouraged it, said
it was good. It kind of gave you an opportunity to do a lot
200 of these things, and now I'm going to apply to Harvard and
Yale. I don't know if I'll get in (laughs) but I'm not as...
before I wouldn't even think of applying to places like this.

G: Did you get involved in any kind of new activities last year
that you probably wouldn't have gotten involved in?

S: See, you know, that, that...I'm not sure whether it was due
to the summer or whether it was just part of getting older,
like, 'cause in high school, in my freshman and sophomore year
I kind of just stayed out of everything. I was very cynical
about anything in school...I still am (laughs) cynical about
anything that the faculty, the administration, does. But I
kind of stayed outside of things, but now I got interest...

S:(cont.) I got more interest in this year, and I don't..I can't.. I can't really honestly say whether it was due to this or not. Like I wrote this play and our English class put it on; we spent a lot of time on that. I got into our literary magazine, on the staff of it, doing things like that. Just kind of putting something out. Before I was kind of afraid to put anything out because everybody got ridiculed. Like when my friends, a lot of these kids that have honors in English class, they're real cynical when people put out things and they'll say, "Oh, he's doing that to put on his college record" or "he's doing that because he wants to butter up teacher" or something like that. But I got so I really didn't care too much about it; if they wanted to think that.

G: Ummm. Do you think you could be doing better in school in terms of grades?

S: Yes. And I think I'm gonna this time. Of course I think that almost every time (laughs) but I talk with my tutor and he said that on paper I don't look that great. I look OK, but not good enough. I don't know; something about Yale and these places, there's so many exciting people around. Frankly, I just want to come here (laughs). If it's anything like this, I'd really like it. And there's probably--I have to mention probably the prestige, too, that's part of it. But I don't think that's really the whole thing. But you just meet so many of these people, like the tutors around here are really great. And I figure, usually I get in school and I'm taking these courses that...oh, this is, it's really a lot of crap, which a lot of it is. And I get sick of it, you know, after a while. And I start off really working, and then I say, "Why do I want to work so hard for, you know, what's the difference. It doesn't really matter, you know." And people look down at you, like to . But now I'm.. I figure I suffered through one term, realistically, and really worked hard, so that I could have four great years.

G: Does it seem like it's worth it?

S: Yeah. But I don't know whether I can get excited about a lot of the things we do in high school. But I don't really care. I'll just work (laughs).

G: Do you have any theory about why you never worked up to what your potential is?

S: I'm lazy. (laughs) Well, I always did good in English 'cause I liked English. And, well, like I started out when I came back from here the first year. I got hold of a chemistry book and the first day I surveyed, read in detail, took notes and self-recited and that lasted for two days, two nights. And then I realized (laughs) that I could just survey and I still got an A in chemistry for the year. And it's so easy to get by with B+'s that I was figuring, 'why work your butt off and get A's'? I see all these kids really killing themselves. And you just kind of slide back into that mold and get just satisfied with B's, doing good enough. It's so easy to do that.

G: How were your grades in public school in junior high school?

S: Junior High?

G: Yeah.

S: I maintained about the same. I usually get..I got either all B's or four A's and a B, or something like that. This time I got three A's and two B's. It's a little better. But it's usually more A's than B's, more B's than A's, I mean.

G: How about in public school? What were your grades like?

S: That's what I'm talking about.

G: Oh, you're talking about public school?

S: Yeah.

G: So your grades in high school are pretty much the same as your grades in public school, in junior high school?

S: Oh, you're talking about junior high school?

G: Yes. Let's say up to the 7th grade.

S: Yeah, well, there in junior high it was mostly B's; maybe an A. High school was about the same, I mean, except for this last term. I got two A's and three B's, but it's still mostly B's and maybe a couple of A's; B+, the story of my life.

G: And what about the 6th and 7th grade?

S: Oh, back then. Oh, I was real smart back then (laughs). You
know, 4th, 5th, 6th grade. We had E for excellent and G was
good. In the 4th grade I got two not-passings. That was a
big traumatic experience (laughs). My mother went to the
school, you know, and everything. Then in the 5th and 6th
300 grade I got all excellent's on my report card. Straight,
straight E's.

G: (pause) Why did you want to come back this summer?

S: (laughs)(long pause) Well, I figure that I was kind of, like I say, getting back in that rut. And, first of all, I mean, frankly there's a lot of things. Like:(1) What would I be doing if I didn't come back? I'd just be working, and I really kind of wanted things I believe in is growth. Try to learn a lot, get excited about different ideas. And I wouldn't really be able to do that at home. You know, just the people up here; that's the main thing. I just wanted to be able to get like some type of...like last year it wasn't as good. I really thought this year I'd kind of know more, and it might even be better, and it was. 'Cause just all these people and the seminars. I remember the seminars last year, how really great they were. I thought I'd really like them. Philosophy; I just wanted to try out some of my philosophy, something like philosophy; I never have a chance to do that. And this was a great place to do it. Then, you know, there was always this practical, realistic and idealistic. It was probably a little of both in there. Realistic, of course; frankly, I mean, I thought you come here and it's really going to help you get into college. You have it for two years, you know, and...

G: Help you indirectly, like, just because it's Yale rather than exactly...

S: Yeah. And directly through recommendations and all that, too.

G: Yeah, but I mean not directly through what you learn here, actually?

S: No. That's true. Not through what you learn. Indirectly, also, through the kind of getting excited about things.

G: Before you came here last summer, what kind of ideas did you have about what the program would be like?

S: What it would be like here?

G: Yeah. Did you have any idea...

S: You mean after my first year?

G: No, no. Before your first year.

S: Oh, before. Uhh, I didn't really know. (pause) Can't really remember anything I thought about it, maybe.

G: Do you think there are any big differences between last summer's and this summer's Yale Summer High School in any way at all?

S: (pause) Well, you mean as a whole school, you know...Well, first, I mean, like there are specific things like the speakers.. I don't know. And when I talk to a lot of first year kids, I don't think the response this year was anywhere near as enthusiastic as it was last year. Last year the speakers were one of the best parts of the whole program, at least for me. A lot of kids really got excited about them. This year the kids dread it. And what really got me was kids said, "Oh, no. We have to go to another play again Friday." And that would never happen last year; everybody was all hepped on going to plays. And I don't think (laughs) that was the school's fault; it was a lot of the plays' fault; I think they were pretty sick this year, from what I heard. Just those two things, you know, kids that weren't as enthusiastic.

G: Well, what did you think about the speakers this year, compared to last year? You heard them, too.

S: The ones I heard, uh, I didn't like them as well.

G: (laughs) Some were the same.

S: Yeah. You see, that...I was going to say...the ones that weren't the same I don't think I liked. But the other ones, I mean, I'm kind of prejudiced. I already heard them once, you know, so it's not...like Sidney Minsky said about the same type of thing, so I'm not going to have that great a response to it, you know. He's not going to pop any of my bubbles, or anything.

G: Uh-uhh. It might be a good idea, since we're probably going to continue to have a large number of returnees to have a completely

G: (cont.) new set of speakers. Do you think that would be a good idea?

S: (pause) Well, I wouldn't want to deny the other kids a chance of hearing a guy like Sidney Minsky, Paul Weiser, Richard Burstein for fear of it being redundant for the other kids. Maybe you could have him speak...no, just the way it is, you know, if they don't want to come, don't make it compulsory for the returnee.

G: Do you think that it's stricter this summer, or less strict? Do you think there are any differences that way?

S: It seems less strict;it seems like more free time. At least for me, I know, whereas being a returnee I have more time; I can do what I want with it.

G: But, in general...?

S: Yeah, I think it has. From what I noticed with the kids, the first-year kids. Of course, the choices in classes and everything; we didn't have that.

G: Do you think it's been as exciting this summer? Not for you, but in general?

S: Yeah. (laughs) Yes. It's kind of hard to say. Because last year was my first year, you know, so it was....but, I don't know. If I had to say, I'd probably say I don't think so. Because just talking with the kids in the dorm, on my floor, like, some of them seem...just one or two, maybe, seem really excited about it.

G: Do you think that more of you were excited last summer?

S: It seems that way; I couldn't rationally prove it (laughs).

G: Well, I'm not asking you to prove anything, but, you know...

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S: It's just that I get that impression.

G: Do you have any theories as to why that is?

S: (long pause) I don't know. I heard a lot about the teachers; a lot of kids are kind of critical of some of their teachers.

S: (cont.) They said they weren't...some of them were really good, but some of them weren't that dynamic. Last year almost all of them were, I think. I, uh, I got just a prejudice against...I think the tutors up here are pretty great, but last year I think the tutors were better (laughs), too. A lot of the guys, I think; they seem more mature. They, a lot of these guys seem to almost like, like some of the returnees, some of the kids. I don't know if they're any younger, or what?

G: Anybody in mind?

S: (laughs) Well. (pause) I don't have any great thought for Eric Wright. He came in...I don't know...the first day, or the second day we came here we were playing frisbe, like through like basket frisbe, or something. He got so carried away with it; he almost seemed like a kid, you know, saying 'it's my turn now' and all these things. He might have been joking around, but he seemed that way. Uh, here, well, (laughs) I'll let out all of my prejudices.

G: That's all right. That's what I want to hear about; your prejudices.

S: (laughs) What's his name? (pause) Uhh, gosh, I don't even know his name, but, the guy who went to Exeter, came out of there. He seemed too proud (laughs); he seems that way...

G: Exeter?

S: ...that guy, uh, I can't think of his name...

G: Negro, white?

S: No, a white guy. Not, umm, uh,...Bill Docton, yeah. I mean, you probably got a better idea of the things he was doing. He kind of, just; that's just the impression I get. He seems real, kind of a proud guy -- too much that way. So does Rich Hammond, that works in the office; he strikes me that way. I've heard a lot of complaints from a lot of kids; a lot of tutors they mean well but they let the kids step all over them. I know my tutor, Tod, is fortunate in having a dorm like us, frankly. If he had a dorm like Brainard and got some of those guys in there like Folcus and uh, even Bundi; some of those guys...when they get together, they would screw him. He'd have a nervous breakdown, I think (laughs) the first week. He

S: (cont.)couldn't take it (laughs). Last year, they seemed to be able to handle themselves better. Just one, maybe Perry Link, last year..he might have had some problems. And, umm, they liked everyone but, uh, Gerard; that's the only guy I heard they didn't..they didn't really like last year. But they all seemed to be a little better, disciplinary-wise.

G: Uh-uhh. Who do you...do you think there's any kind of consensus around here as to who the disliked tutors are?

S: (matter-of-factly) Eric Wright...

G: ...is the most disliked?

S: (laughs) Well, it's been...I tell you, I shouldn't say. That's been more from the faculty I've talked with, than with the tutors. Like Johnathan Colord...

what
G: Well, I know/the faculty...

S: I know. That's where I got it a lot from, probably. Like Mr. Chiketto. Mr. Chiketto doesn't like a lot of the guys (laughs). But in seminar, even; a lot of the kids don't like him, either. That's true; I feel that a lot of the kids don't like him.

G: Anyone else?

S: Uhhhh..(long pause)..noooo, I think he's the only one I could. I haven't heard really of any disliked one. (pause) I..yeah.. I think that's about the only tutor.

G: How about really liked tutors?

S: Well, they all like Dane (laughs) and that's kind of a universal thing. Most of the guys like Dane. They like Tom Kitch and most of the guys in our dorm are satisfied with Tod. No great..he's a good guy. He's not that..really as dynamic, I mean. He might even have ideas and things; I don't think he's as forceful and dynamic as somebody like Dane, or even Kitch.

G: Kitch is in this dorm, too?

S: Yeah, and Bushnell.

G: Who was your tutor last year?

S: Last year. Bill Torbert; he was really good...when he was with us (laughs). He spent a lot of time working.

G: He was a good tutor?

S: Yeah. He was a good guy; a real good tutor. And most of the guys liked Willie Carl. I mean, these are guys, I don't know. They were, you know, appealing -- they appeal to the kids. Willie Carl. Well, the kids liked...they said Charlie Paskini was cool in his own way. They said Larry Palmer was strict, but I understand he's good, too. Most of them are liked.

G: With respect to last summer, is there anything that stands out in your mind -- a person, anything you did, a course which really had you especially excited?

S: All class stuff..

G: This is last summer?

S: Yeah, last summer. Coney Island, Lawrence Rollingetti and turned me on. Uh, well, I talked (pause) I talked to Bill Torbert a lot, so he kind of effected me. I didn't... I wasn't really as much a part of it last year as this year. I really...I knew all these people were there, but I really didn't get to know them too well. Maybe Bill and Dane a little. The rest I didn't know.

G: 500 Anything you really didn't like about the program last year or this year?

S: (long pause) Last year I didn't like not being able to get second helpings (laughs). (pause) Well, I don't have to worry about it this year. Well, last year, I mean, I didn't hate 'em, but I didn't really like the classes because I didn't really get much out of it. Like our English class with Mr. France, I mean it was OK, but it wasn't that much better than the one I had at school. I don't even know if that was better. I didn't get hardly anything out of those kind of crazy classes. Math -- that's my own dislike of the subject; well, that part of the subject. And I didn't really like that coordinated geometry, and I didn't get too much out of that. Speech -- which I liked the most because

S: (cont.) it was very short -- that was kind of a waste of time, for me, anyway, (laughs) because I think that really didn't help me too much. I mean, it actually was a failure. The classes, Speech, Study Skills, like I said, I didn't really have to apply it in school. My reading rate -- I tried reading fast here, but when I got home, I'm sure it's right down to what it was when I first came here last year; maybe a little higher. Because I didn't practice it, and I didn't use the survey, reading and taking notes and self-recite.

G: Would you change the program in any fundamental way if you could? I mean, obviously, some teachers can be better or worse, compared to the basic structure of the program.

S: Perhaps have more different tutors from different colleges, representing different colleges. You kind of push this Harvard and Yale bit a lot; maybe you don't mean it; sometimes indirectly, sometimes directly. But I'd just like to be able to talk to a guy from Williams. Well, with Morris here, that's all, but somebody from Haverford, say, or Oberlin, or small colleges. Get their ideas; that's one of the things. Maybe, well, for the returnees, we've had...there's been a problem, like I think last year there was kind of a hand-picked line of kids. The ten kids that were here, the returnees, were pretty hand-picked. This year, they just took fifty kids and they weren't like -- (laughs) we're not the cream of the crop, I think, well, like last year. And that's one thing about the seminar. You can do whatever you want. In a sense, it's kind of bad because you can work it however you want. And a lot of people just kind of go through the motions because there's no tests and it's not that..at least in our seminar there weren't that many written papers. So we didn't have to write that much and there are no marks or anything like that. I'm not saying have them, but I'm saying that you could fake your way through so easy and sometimes it's even a little hard to tell.

G: Do you have any theory about, uhh, the basis on which the returnees were selected?

S: No, that confuses me (laughs) because I know kids who did better in school, improved, and I know kids like me who stayed the same or went down. And I know a lot of really great kids I thought should be here that aren't. (pause) And I know a lot of kids are here that I don't think should be (laughs) so

S: (cont.) I can't put anything to it. It just seems like a big mish-mash to me (laughs).

G: Is that reflected in your seminar? Like there are some people who are very good and some people who are very poor?

S: Oh, yeah. There are about four or five people that dominate the discussion, and the rest of them just sit there. I, uhh, I mean...I might sound rotten, but I think there's a real big gap in the intelligence -- or maybe not in intelligence, even, but just, you know, the environment and the ability that you have between a lot of kids. Like, say Meredith, specifically. He doesn't open his mouth; he didn't open his mouth all last year. I don't know how smart he is or anything, but from all I can see, he doesn't seem to get interested in too many things. He'll just kind of sit there. And when you throw on something like this intellectual history with all these philosophers and everything; throw it XXKXXX at a guy like that -- he kind of...I question how much he'll get out of it. And like some kids, like Jesse, even left. He was in our seminar. He said he couldn't get anything out of it; he couldn't even understand, you know, Shakespeare and all these people. And you get a lot of these writers like Milton and all this wierd stuff and styles and everything. It seems like a lot of kids should still be getting just regular English courses. And, I, I, I, uhhh, I think Meredith and some of the other guys in there would benefit a lot more from a regular English exposition course than from seminar.

G: Do you know why Jesse went home?

S: Well, I talked with him. He said, first of all he said he wasn't getting anything out of it this year. He said the seminar was, he said it was a lot of...well, I don't know. He says he didn't come here to read books. But he really,uhh, meant, I think, he said the seminar he couldn't get anything out of it because we were discussing all these things, and he says, 'Ahh, it's not interesting' I guess. And he was mad because they locked the fence down in the parking lot. He said it was like a jail trying to keep us in. He just didn't want any part of it (laughs).

G: Think there's any difference in, uhh,broadly in race relations this summer than last summer?

S: Ummm.Well, there have been some specific instances. It's gotten
better now. I mean, like last summer my roommate was Dayton
Seboy , the Sioux. And we never...I never even heard anything
at all, or anybody ranking anybody down for being Indian.
I mean, it just never occurred to anyone to do anything like
that. I don't remember one incidence of it, and this year,
you know, there's been a lot that way; a lot of fights and
everything else because the kids are ranking people down, and
getting on their nerves. No, that..that..that never happened
600 last year at all. I can't remember anything about it, except
for...not even in fun, I don't remember. Ahh, as far as Negro-White
situation (laughs), Negroes are, you know; there's as
many of them as there are of us, say. Not, you know...so that
I don't think people are critical; that's part of it, but
that's not the real reason. It's just, I mean, you really
don't care too much about that bit. And I don't think this
year it's been any different, as far as that. I just noticed
that Indian bit as the main thing. Of course, this sectionalism,
too, like on the buses; that was really getting bad.
Last year it wasn't as much...there really was...there was this
underlying feeling of a community, and it came off after the
first few weeks. But here it didn't come; it's starting to
come now, but it didn't come until about the fifth or sixth
week. And, you know, we never had this last year on the bus;
guys really getting hepped up about the South, you know,
singing, whistling Dixie, and you come into the Divinity School
in the Yankee fort, you know. Kids, uhhh,
love to beat up some Yankees, and all this and that. That
wasn't like this last year at all.

G: Do you have any idea why?

S: Why?

G: Why there's a difference between last summer and this summer?

S: Why there's a difference?

G: Yeah.

S: Uhh, umm. I don't know.It seems like maybe there's more kids from the South, so I'm not sure. But I don't know whether it's just coincidence, or what, but I don't know why. But it's just; the kids just kind of haven't extended themselves toward, you know; they've gotten a lot of times in these little cliques.

S: (cont.) It's not as bad now. I think it's gotten...it just was a slower process. I think we, you know, the whole community atmosphere has gotten to a lot of people. It's getting that way; there's not as many incidents. But it took a lot more time XMXMX this year.

G: Do you think there's more segregation this summer, by race?

S: (long pause) Ummm. I, uh, yeah, I..I..I think..I think so; I really do, because....Yeah, now that I think about it (I never thought about it that way) but when I look around, like, I mean outside, all the colored kids are together..like, Yeah.. (laughs). I really notice it, because they're around the piano and all dancing. There'd be about, say, ten, twenty colored kids all together out there, you know, singing around the piano..or outside under a tree, playing records...all colored kids. And a lot of white kids would band together--even the Indian kids all stuck together; things like that. I don't know whether it's as much segregation on one part or the other; it's just people sticking together more, more than last year. (pause) I've just been criticizing, and I can't offer any reasons why (laughs).

G: Do you have any idea about what happened to Darrell?

S: Darrell?

G: Yeah.

S: Umm. Well, from what I hear, and I was on the review board when he came up, he was...well, he strikes me as really... he doesn't have enough, hardly any character of his own, I guess.

Side 2 of Tape

S: (cont.) ....They threw him out; I guess he insulted the teacher, or something. But I don't think that's true, 'cause I would have known it...if that did happen.

G: ....Do most of the people know that Darrell went home?

S: I don't think most of the people do. I've heard it; some people do. Some people aren't sure whether it's just a rumor, or whether it's true or not.

G: Umm. Have you heard anything about how justified everybody feels about his being sent home?

S: How he was justified in...?

G: No. Whether it was justified or not.

S: Oh, oh. Uhhh, well, yes. I heard a few kids say that he deserved it; he was a real, a real schmuck (laughs). He didn't do anything. I mean, if you were at the, even at the review board meeting we're sittin' there and Dave kind of shocked everybody because after he leaves, you know, we were talking, and he said, "Well, if he wasn't such a shit-head...

G: Uhhh-uhh.

S: (laughs) ...we might be able to do something with him " but that's about it. The kid kind of gets on your nerves.

G: Uhh-uhh. Do you think he did more, though, in terms of breaking the rules and things like that, than a lot of people?

S: Uhh-uhh. Ummm. Yeah, he was pretty persistent from what I hear. I hear he stayed out -- this is just a rumor -- but I heard he stayed out after 1:00 for a few days in a row. He was pretty verbal with a couple of his teachers for a while. I wouldn't recommend sending him home; I don't think it was justifiable. I don't think it did any good. I don't even know if they did send him home, or what, but, or whether he went......I don't know anything about it.

G: Do you know anything about why Bob Cruise went home?

S: (pause) Yeah. He.(pause) Well, after he kind of messed up Darrell (pause again)...I, no, I guess it's just the culture. I mean, this is what I think. Because, like, I knew Dayton pretty well and his was a type of similar culture. And it was so completely different. Although he was at the end of the summer, really, he was writing poems and things, kind of like letting go. But still when he got home it was really bad;he

S: (cont.) was chased around, and everything. And he...

G: How do you know that? How do you know that? Corresponding?

S: (pause) I...no...I don't correspond with him. This is what,
this is what Bill Torbert told me..that when he went down
there, this is what happened. But, like with Cruise; I mean..
from what I could try to understand of him was that this
whole place was just so completely unlike anything he's ever
had that he never...it was such an alien culture; he never
really got part of it. And I can imagine; somebody coming
100 from a purely different thing where everybody is your own
race. You come here where it's such a very small minority;
I mean,he was in a majority, you know, among himself. And
then there's some kids here who start, you know, ranking
out the Indians, making fun of him, even if it's in jest. And
then Joel, by accident, when he talked to Mike Wilson; Mike
Wilson wanted to go to Penna Caso Church and Joel...and he
asked him if he could go at 3:30 Sunday, and Joel kind of
smiled like he always does -- he didn't mean anything by it --
but he smiled and told him no, or something, and Mike got
offended and thought he was laughing at him. And that..it
seems like that might..Cruise wouldn't really understand, and
that would just get him mad. You know, 'these people are just
against me and all' and he'd get this attitude. And that
happened when we tried to bring him to the review board. He
shut himself up in his room and wouldn't have anything to do
with it or anybody. He just got so hostile to the whole
thing; I mean, it just was terrible. So he wanted out. (pause)
Floyd Oliver wasn't as bad. I didn't know why, and he didn't
seem as violent or anything like that, but I guess he just
wanted..he was kind of homesick. And this is so different up
north, you know, than from a little western reservation or
something. He just wanted to get out, and go back home.
Even the first day he was here, I went over and looked at him.
And he was dressed so differently, with boots and his hat on.

G: ... remember seeing him.

S: Yeah. And I said, 'What is this?' I was wondering, you know. And when you're the only guy dressed like that, and that's quite normal at home, but he comes up here and everybody will stare at him like he's some kind of a nut. And you don't like it, where you're stared at. You want to go back where you're safe.

G: (long pause) Who are you most friendly with around here?

S: Umm. John Johnson is probably my best friend I have up here. Well, uhh, I'm friendly with most of the people. I mean, I talk a lot with him. And just lately I talk...we had a great bull session last night with Earl, Earl Jones. He's really a good guy, and Jonas. (laughs) Jonas seems a little phony at times, like, 'Oh, this place has really made me think, and I'm getting so disillusioned with Catholicism'; the way he says it (laughs), just the way he says it kind of gets me; strikes me that way. He's not a bad guy. Derrick Singleton; I like Derrick a lot -- I don't know; there's something about him appeals to me. He's kind of fun. I like Dwayne Thetford, Woody Turks -- most of the people (laughs). I guess probably John is my best friend.

G: (says something that can't be understood) (long pause) Who is your seminar leader?

S: (I think he is saying John Concult)

G: Did you do any individual projects or anything this summer?

S: Yeah. I just got finished with one. And that was really
200 great. I was doing the problem of getting concerned as a basis for a moral action. And I wrote this -- I still have to re-write it, but I presented it to the class. And I really got..I was really getting excited about it about why, you know, moral actions...well, I brought it down to a simple case of if you had a situation where it would be very simple to steal something, something where you were sure you wouldn't get caught, why wouldn't you do it? And, I've just had, you know, two criteria for my own type morality. One, it would have to be somewhat rational, not just dogmatic or something like that. And two, it would have to have some kind of a personal, some kind of a personal concern, you know? XMXXXXMMX An element of that in it. And then, you know, I went through and talked about the different things we had discussed in seminar. It was kind of like pulling a lot of things together, like Hobbs and his Social Contract. He didn't have any personal element in it. And the existential approach, with some of the stuff Ann Rand said. Different ideas like my conscience would bother me, what I thought was wrong with that and what I thought was wrong with just saying it.. because it's wrong, you shouldn't do it. I t was really great.

S: (cont.) And then that bull session we had last night fit in perfectly because I had just organized all my ideas, and it really was logical, and everything. That, that, that paper really helped me, I think.

G: (long pause)Would you contemplate coming back here for a third summer if you had a chance to?

S: (laughs) If I had a chance to, yeah!

G: What would you like to see for a third summer, if such a thing existed?

S: What type of curriculum, things like that? Uhh, well, actually, I'd like to do something myself, like (long pause) I don't know, I mean, not a tutor or anything like that. I'm not old enough, but maybe have some of, like some of the third-year people like, could, get a few of them to have a seminar for some of the first-year kids, like that, 'cause we'd already be graduated from high school. I think we could do it. I'd really like to do something like that, kind of get my ideas out, talk. And also, I mean as far as course, we just touched on it. I'd like to...I don't think I'd want to more pursue what we're doing now than try something different like get a course on something like more modern, modern philosophy. Or I wish I had the chance sometime to take Morris's courses -- political philosophy or even, ah, greek philosophy course or that human behavior course that they were supposed to offer. Something like that; I mean, there are so many things that I wish I could get in seminar. I wish, I think I'd be..that would be great, great. 'Cause even in college I don't know if I'm going to have the chance to do a lot of this. Is that, are they contemplating that?

G: Not as far as I know. We were just curious.

S: No? Oh. (sounds disappointed)

G: It's something we're asking because...

S: Well, I think if they had the money...

G: It might be one of the recommendations we might make is to
300 have something like that.

S: Yeah, but you probably won't have?

G: Umm, well, I wouldn't say probably. I'd say if there is such a thing, we'll probably limit it to a small number of people, to be sure, because in one sense, if we had the best people back who could handle like giving a seminar themselves, in a sense, then, they really wouldn't need the program. It would be the fun thing to do, you know, enjoyable and you learn something, but I guess in terms of the priorities, you know, our feeling is that we want to help people who really need the help. But, you know, it might be very well that we will have a small group; I mean, it will be something that we will recommend -- I don't know if it will ever come to pass.

S: See, that was the problem I think we had this year. I think you've got a mixture of both; kids who kind of weren't underachieving too badly, and really too, who could get excited and enthused about things, and kids who still needed a lot more work. And I think there's arguments for having both.

G: Do you have any idea what the scuttlebutt is around here among the first-year students about how you become a returnee, and what you have to do to be a good returnee, or to be considered ?

S: (laughs) You know, a lot of kids asked me that. You know, 'how'd you get to come back here?' and I said..well, I said, (pause) I don't know, there's always that element of brownnosing people. I see guys, you know, who kind of try talking with Joel, you know, things like that. That's one of the ways I guess they figure they can do it; trying to do pretty well here. And also, hell, I told them that a lot of it depends on what you do at home, too, if you show an interest in it.

G: Do you think it made any difference in the general attitude around this place having so many returnees, kind of like giving the word to the first-year students?

S: Oh, yeah. It changed, I think. Uhh, last year there were just 10, and they kind of stuck to themselves a lot. This year there's 50 that, well, we stick to ourselves, but there's more, you know, and we can't be that close together. But, like, Joe Kritowski said this, and it's really true, I guess; that we came here and we kind of knew a lot of the ropes already, and we talked about a lot of the things we had done last year, and

S: (cont.) that the kids kind of got the impression that you could do that from the start, and that contributed to the discipline problem that I think we didn't have -- all the broken furniture and everything else.

G: Do you think the discipline problem is somewhat different than it was last year?

S: Yeah, I think the kids are, on the whole, rowdier.

G: Do you think that's because of having the returnees?

S: I think it's one of the major reasons for it.

G: Do you think there are any other reasons?

S: (pause) (laughs)(long pause) I can't think of any other ones; there might be (laughs).

G: Well, you mentioned earlier that you thought the tutors as a group were somewhat less mature.

S: Oh, yeah; I didn't think of it that way. Yeah, that's right. It could be that, too, letting the kids do.....

G: What do you think about the rules with regard to things like free time; do you think they're reasonable, unreasonable?

S: No, I think they're pretty reasonable. I mean, for returnees, anyhow. For first-year kids, I don't hear that many gripes. I mean, like I'm a student counselor, and that was our big complaint--we didn't get enough breaks.

G: Uhh-uhh. Do you think the student council is a valuable thing? In general?

S: Yeah, I think it is. This year wasn't as successful as it
could be because, well, it was the first year and we didn't
really have a basis to operate on. This year, you know, we'll
hope that we will write up like a statement of policy or some-
thing for next year. And also, the kids just didn't, uhh,
send in any gripes (laughs) and that's what we're really for;
400 the main thing. And we accomplished a few things, like got
rid of them playing frisbee on the lawn in order to better the
study atmosphere, and I think that was, I think that worked.

S: (cont.)We were evaluating ourselves last night (laughs). Cleaning up the common room...

G: Do you think the returnees should have more or less responsibility than they've had this summer?

S: Oh, yeah; I think more. I mean, like, I'm supposed to be assistant tutor for composition. I don't do a damn thing as that. I think most of these assistant tutors, special tutors, I mean, special tutors from what I know, doesn't mean anything. They don't do a thing. And, you know, I'd like to get a chance to do...

G: Why don't they do anything? I mean, the teachers won't let them, or...

S: No, there's just nothing..no-one's ever spoken to me. I took the initiative a little; well, I helped a few kids out, you know, writing things, but there's nothing scheduled. There's nothing organized about it. He just says, 'all right, you're assistant tutor, you're special tutor in Composition.' At the beginning of the year, they said they're going to operate with the teachers and all this. I never heard anything about it, really. They never so we just had to go along.

G: So you think it would be better to have it more structured?

S: Yeah, as far as that's concerned, yeah. Give the returnees, let them do more, help.

G: (long pause) In terms of just kind of the general attitude around here, what you hear, what do you think the first-year students' main gripes are?

S: (pause) Well, the gatherings and speakers; this is a very big gripe -- none of them really want to go to those. They don't want to go to the plays, like I said before, not at Yale. Most of them, I think, have been satisfied with their classes. A lot of them didn't like some of the teachers.

G: (long pause) How about with respect to the rules and regulations; hear any gripes about that among the first-year students?

S: (long pause) Ummm...not, I mean, just a scattered few, but not anything that general. Like we only got one kid who said

S: (cont.) something, sent a letter to the Council.

G: Umm. And what was that?

S: Richard Smith sent this big letter in; he didn't like anything. He didn't like the 10:30 break, and he didn't like, he thought if you didn't have to study between 8:00 and 10:00 you shouldn't have to; you should be able to leave campus whenever you want -- a whole mess of things. He argued with Craig about everything. But, I don't know; there's always that scattered element. I mean, kids don't like certain rules or anything, but there hasn't been any great force of unified opposition for it to affect any rule.

G: (pause) Have you had much contact with Joel directly?

S: Joel?

G: Mr. Fleischman.

S: Yeah,well, yeah. This XXXX year more...last year I hardly knew the guy. I had just seen him once or twice. This year I think I've got to know him a lot better. And, as a matter of fact (laughs) it struck me when that guy, when one of the speakers was talking to us about who you'd trust your life with. I was looking around the room; the only guy I could think of was Joel. I don't know why; it's just something about him, the way, I don't know, just he always smiles and everything (laughs) but I thought of him and I know a lot of people a lot better than I know him, but I thought of that. I really think he's really a great guy. I've got to know him better.

G: How did your tutor groups discussion with him go when you went down to...

S: Well, I think it tended to be too, praising the place too much;
not enough gripes -- they didn't have them. There weren't too
500 many gripes, I don't think. Most people I think are a little..
these first-year kids are a little unsure of themselves, you
know; they're afraid how he's going to take it, and they might
not invite them back next year if they say something really bad
about the program. It's just the 2 kids I know who just really
hated the place completely. But most of them kind of go along
with it; and then there's another minority that's really

S: (cont.) excited about it.

G: Uhh-uhh. Do you have any idea how many people you think this program really helps; how many people it really makes a difference for?

S: That's a hard question. I mean, there's a lot of people it makes a difference for. It might not even motivate them at all, but it makes a difference that they went to a place like this and gives them an excuse when they get home; they're more respected and they can get confidence in that way, when they go to college, or something like that. But I'd say...I mean, it's going to make a difference anyway; just the fact that you go here. It's going to be a good recommendation; it's going to be a recommendation, and usually a good one. But besides from that, I'd say as far as actually motivating people for the first year, I'd say (laughs) maybe...it does make a difference for about, generously, 10 per cent, at the most. That, that's, that, well, that's not, that's mainly academic. I mean, academically. As far as school goes, maybe 10 per cent or something like that. Then more, their marks might improve, but I don't think it's because of this. I think marks improve and you do better in school and you get involved; maybe only about 10 per cent. There's some things like, I think you have to be pretty closed not to have them wear off. Just like the racial situation when you just get a lot of intermingling of different cultures. You go home and you're going to pop a lot of the old prejudices and that's, I'd say, more like 90 per cent. You just can't help it, just by being here.

G: You think a lot of people do change their attitude and opinion ?

S: Yeah. I think a lot of people questioned a lot of their beliefs. Say, maybe (I'm throwing a lot of per cent's around); I'd say maybe 70 per cent and are a little more sure of themselves. Some of them might not really change because of it; maybe not that many.

G: Do you think there might be better ways of setting up the program to motivate people rather than the way we do it here? (pause) If you were confronted by the problem, and you were the head of a program, to motivate kids who are kind of undermotivated?

S: Yeah. For the first year I...(pause) (laughs)...I'd get the most, well (pause)...I mean, I'm talking about for myself. I wasn't that motivated because I had already gotten a lot of this stuff. For other kids, it might really, really be good. I think it has been, like, for Mr. McDonald and Mr. Chiketto, that kind of guy. But those were just two of the teachers; I don't think they're all like that. I'd get the best, just have to worry about getting the best possible, the most exciting people that you can possibly get. I think that's what they're trying to do. To an extent they've been successful; to andher extent they've failed. As far as teachers go, I think I'd get more people like McDonald and Chiketto, as many as I can. But basic structure, I mean the returnee so much better.

G: You think it's really important to have a second summer?

S: Oh, yeah. If you just come here one year, and you don't come back the second year, it's wasted; it's really wasted. In a few cases maybe not, but the vast majority it's just wasted. One year, you, you; I don't think it was worth spending the money because you can't do anything in 7 weeks. 14 weeks has really changed me, more than I ever thought 14 weeks could. 7 weeks really didn't. And these past 7 weeks really have. Returnee has really changed me; the first year it didn't hardly at all. That's why, I mean, the second year is so important.

G: Could you say with any kind of specificity how it's changed you?

S: Well, I mean, first of all, it's made me just more aware of so
many thnngs like, well, like you said,realizing your aspirations.
And it's given me a lot more confidence. It's given me more
like of a identity thing that there's something I
can do. Like, even poetry here, or philosophy. It's gotten
me, it's really just gotten me excited about these guys like
Montagne and Hobbs and stuff like that. It's really, really
gotten me, gotten me interested in it. And problems like
this, I mean, like I think that, I don't think this place put
these, the desire to be interested in me. I think I had that
600 all along. I think if I didn't come here, though...I mean, I
think my brother's about the other example of what I would
have been like. I mean, (laughs) I like him a lot, but, you
know, he's got a lot of these ideas that he hasn't really
had channeled in to specifics; he hasn't had the opportunity
to meet all the people I've met here. He's kind of been

S: (cont.) almost going through himself completely through, too, all these notions he has and I'm about the only other person who really talks like that, because he goes to the University of Hartford and he doesn't have seminars and he never even had a seminar probably in his life. He never discussed it. That's what this has given me; an opportunity, really, to discuss these things.

G: Do you think it's had a similar kind of impact on the other returnees students? I mean, you say, you know, the second summer is really important, but thinking about it now for a minute in terms of what the returnees are like, how important do you think it's been for most of them, or what percentage do you think it's been important for?

S: I think it's failed for a lot of the people that, like I said, were thrown. They were given these very important, these overpowering-type questions in philosophy and literature, Greek literature, and things like this. And it's failed for most of these people because, ahh, Jesse had the guts to leave because he knew it was wasting his time. Most of the other people, they won't leave, because it will look bad, and what will their parents say, and things like that. So, I say, I respect Jesse for doing it. And a lot of people; I think it's wasting their time. I'd say, maybe, maybe...I don't know how many...oh, 40 per cent; they're not really getting anything out of it at all. I'd say there's another 20 per cent, generously, that are really, really getting excited about things. And the other 40 per cent I guess just kind of getting something, getting a little more excited, but it won't really change them too much, too drastically, though. Go back. But I mean there's something...just for the people that's affected. Like I was talking to Earl, Earl Jones, and he was probably going to be...he was certain he was going to be a priest before he came here. He might still be a priest; I don't know. But he's not certain of it anymore and he's kind of reached that point of no return. He can't go back now. And now he's got to think about these things because they've been thrown at him. And he is thinking. In a sense he was kind of mad about it, but like Tom Kitch talked to him and said that 'if you want to just be contented and be kind of dead, and accept things dogmatically, then you could go right ahead and live your nice, peaceful ~~[illegible]~~ apathetic existence' and he says if he had to do it over again he'd come here again. It's hurt a lot but, you know, what it's

S: (cont.) going to be able to do -- it's going to be able to give him peace of mind if he ever gets through the whole mess. And I think we've effected...I said maybe 20% of the people that way, and if you can do that, that's great in itself. Try to do more, but I mean in that sense you haven't failed.

G: (pause) Do you think for a lot of these people coming here kind of causes basic difficulties when they get home, with their parents and schools, like it has for you? In other words, do you think it is a common experience for a lot ?

S: (laughs) Yeah. We've talked about...it's pretty common. Like, talk about that to Willie like last night, and he said he, and we asked whether he had challenged his ideas, challenged his ideas he said he challenged his... this one English teacher...he says, "Well, she was a real nice guy, but she was dumb" (both laugh). And she was teaching one of the poems that McDonald taught, I think last year here. And he tried, he told her...she was throwing out this interpretation and he told her it was all wrong, you know. And I mean, he said he did it politely, too...

G: Who was this?

S: Willie George. And she told him to shut up, you know...

G: (laughs)

S: ...and then Quincy Robinson did the same thing. He put down on his paper 'maybe a lot of people believe in God and religion because of fear' and she put a big 'X' across it, the teacher, and put a '0' on top, and he said finally she got a little better and started giving him 70's, passing, because he was... and a lot of kids I know...this has been a real common thing. Like this place has taught them to think and they come back and they think and they really get screwed up. And it takes a very, really, more extraordinary person than I am to keep this thing all the way through school. You gotta compromise and you gotta take all the crap you get in high school, and you try to do whatever you can...operate outside, through yourself; do things on your own. You can't change the school, the school system. You can try, (laughs) I mean, you can change it in little ways but you're not going to change the whole thing.

G: What do you think is the...what do you think are the fundamental things wrong with the school system?

S: I...it's just the way they go about teaching the whole, well, I can...I think that the idea of a lecture class, like we have, is fundamentally wrong. The seminar is fundamentally better, at least for college courses I'm talking about, which I... I mean that's the only thing I really have first-hand knowledge of, is college courses like, like I might get one good teacher.. I've had good luck with English teachers, say, in English class, but that's one guy. Now that's...they'd never even 700 think of inviting a speaker, a college kid or something, to come here, any exciting people to come talk to us. It just wouldn't be thought of. And that's ridiculous; that's where you've got to get the learning, and that doesn't exist in school. You should have more of a seminar-type basis. You shouldn't have all these stupid rules, like we can't wear white dungarees, or kids can't wear their hair over their eyebrows, or something like this. And they go through all this rigamarole, all this red tape, that's nonsense. It's just a big bureaucracy, like, with everybody...I mean it just...the excitement just isn't there. I think they should change the whole fundamental basis of the way they set up classes and lectures. Institute the small seminar. You'd have to change the seminar like it is here; you'd probably have to get marks and things like that, but I think that's the best way, best possible way of learning a subject.

G: Let me ask you one more question before we quit. We asked this last year and it's been some source of discussion about whether this program should be coed. The way we feel about it in terms of asking the question is: Do you think having this program coed would be consistent, the time that the program exists, would be consistent with the fundamental aims of this program or would it be...

S: Fundamental aim...

G: Well, that is, you know, getting people excited and trying to get them to study better, learn how to study, and...

S: No, I wouldn't want it coed; I don't think it would...

G: It would be too much of a distraction, or?

S: Well, it would be a distraction...I mean, I went to camp that they were trying to do this and they had it coed. There'd be a big contest, you know, and a boy would be trying to get a girl -- there'd be such an emphasis on it. I don't think that it would be good at all.

G: You would vote no if you...

S: Oh, yeah.

G: ...had to cast a ballot?

S: I would. It would hurt, but...(both laugh)

G: OK, I guess that about does it for today. Thank you very much. I appreciate your comments.

S: OK.

End of Interview